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New Brunswick, Vocational
Education Board

Report

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The Ontario Institute
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Toronto, Canada



SEVENTEENTH ANNUAL REPORT

OF THE

New Brunswick

Vocational Education Board



FISCAL YEAR ENDING OCTOBER 31

(School Year Ending June 30)

1935

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

A. S. McFarlane, Esq., M.A., LL.D.,
Chief Superintendent of Education,
Fredericton, N. B.

Sir:

By direction of the New Brunswick Vocational Education Board and in accordance with Section 3 of the Vocational Education Act, 1923, I have the honour to present the following report:

Respectfully submitted,

W. K. TIBERT,
Director, Vocational Education.

New Brunswick Vocational Education Board

Members Appointed by the Board of Education

Mr. J. D. PALMER, Fredericton, Chairman.
Rev. H. D. CORMIER, Moncton.
Mr. GEORGE R. MELVIN, Saint John.
Colonel A. J. BROOKS, Sussex.

Members Ex-Officio

Dr. A. S. McFARLANE, Chief Superintendent of Education,
Vice-Chairman.
Dr. H. H. HAGERMAN, Principal of Normal School.
Mr. J. K. KING, Deputy Minister of Agriculture.

Administrative Staff

W. K. TIBERT, Secretary and Director.
MARION STERLING, Clerk Accountant.

SEVENTEENTH ANNUAL REPORT
OF THE
New Brunswick Vocational Education Board

Fiscal Year Ending October 31

(School Year Ending June 30)

1935

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SEVENTEENTH ANNUAL REPORT
OF THE
New Brunswick Vocational Education Board

Fiscal Year Ending October 31

(School Year Ending June 30)

1935

GENERAL STATEMENT

This report covers the seventeenth year of the work of the New Brunswick Vocational Education Board, which corresponds with the school year ending June 30, 1935.

During the year under review all regular services were maintained. Registration showed an increase over the previous year. The Newcastle Vocational Committee re-opened all the vocational departments of its school.

There seems to be a renewal of interest in Evening class work which is manifesting itself in increased enrolments in standard classes and a demand for new subjects. As these classes offer practically the only opportunity for carrying on Adult Education in the province we feel that the programme should be expanded and enriched. The reducing of the present high registration fees in many schools would make the opportunity available to many young people who feel the need of the training, but who are unable to pay the fee. With improved economic conditions many of these young people would find employment if they were given the opportunity to secure even a limited amount of special training.

We regret that on account of lack of funds our summer school for teachers has not been functioning since 1931. The need for this training was never more apparent. With rapidly changing social and economic conditions all teachers need to be seeking further light in their profession if they are to properly prepare their pupils to enter our modern, social, and economic society with any hope of making a success of life.

Conference

On January 4, 1935, a conference of teachers employed in the Industrial and Technical Departments of the Vocational and Composite High Schools of the province met in the Vocational Office, Fredericton. The purpose of the gathering was to discuss the programme of studies given in these departments with an aim toward as much

uniformity as is possible, keeping in mind the particular opportunities for employment offered in each centre.

The number of boys attending these classes has increased from 221 in 1929-30 to 372 in 1934-35. During their High School course these boys may specialize in Drafting, Woodworking, Elementary Electricity, Sheet Metal, or Motor Mechanics. The time spent in the special subject varies from 25% in Grade IX to 50% in Grade XI. The remaining time is spent on Academic subjects. They cover practically the same English, Mathematics, History, and Science as the Academic students, and in addition, get the special training so that on graduating they have some particular bent toward an occupation. The result has been that a large percentage of these boys has been finding employment even during these trying times.

Those attending were:

E. A. Fitzgerald, Saint John Vocational School.
S. Frederick Lucas, Saint John Vocational School.
Martin Therriault, Edmundston Composite High School.
F. H. Wetmore, Fredericton Composite High School.
LaF. N. Rogers, Carleton County Vocational School.
J. W. McNutt, Newcastle Composite High School.
R. A. Milburn, Campbellton Composite High School.

Fisher Body Craftsman's Guild

It was my privilege to attend another Convention of the Fisher Body Craftsman's Guild. We met in Montreal August 21st, journeying to Quebec by steamer, leaving Montreal at 8 p.m. Wednesday, arriving in Quebec at 9 a.m. Thursday.

This was the first meeting of the Guild to be held in Canada and old Quebec furnished a wonderful historic background for the Convention. Representatives were present from practically every state in the United States and from each province in Canada. The Canadian representatives were the Directors of Vocational Education.

Members of the Guild, who number over 2,000,000 on this Continent, enter its annual contests by building miniature coaches and those constructing the best coaches of all are awarded the coveted scholarships while regional prizes and free trips, with all expenses paid, are the reward of all those qualifying in certain of the final rounds. The boys are placed into two general classifications for the competitions which are the apprentices' class and the master craftsman's class. At the Award Dinner, which was held in the Ball Room of the Chateau Frontenac, awards aggregating \$40,000 were made. Of this amount approximately one-third came to Canada.

During our stay in Montreal and again in Quebec the Directors had an opportunity to visit the technical schools operating in those cities. Dr. A. Frigon, the Director-General for the province of Quebec, arranged the tour. Both he and his assistants did everything they could to make our visit an interesting one. All the schools visited are maintained and operated by the Provincial Government. They are rendering a worth while service to the young men in the province.

Provincial Board

The New Brunswick Vocational Education Board held two meetings during the year—January 16th and September 21st. The following members were in attendance:

Mr. J. D. Palmer, Fredericton, Chairman.
 Dr. A. S. McFarlane, Chief Superintendent of Education, Fredericton.
 Dr. H. H. Hagerman, Principal, Provincial Normal School, Fredericton.
 Col. A. J. Brooks, Sussex.
 Mr. George R. Melvin, Saint John.
 Mr. W. K. Tibert, Fredericton, Secretary and Director.

DIRECTOR'S REPORTS

(Vocational Education Board Meeting—January 16, 1935)

Since our last meeting the schools have completed the first term of the present school year. All schools, with the exception of the Carleton County Vocational, were visited during the term. My first visit to that school is deferred until the Agriculture group are started in their work.

As stated in my last report the Newcastle Composite High School is operating at full strength with the largest enrolment since the Vocational Departments were organized. The Industrial Department shows over 100% increase.

Practically all Industrial Departments show increased enrolments: an indication that parents are beginning to recognize the value of the training to the boy who will be going out to earn his living on completing his high school course.

Enrolments for the term ending December last were as follow:

Full Time Day:		Evening:	
Campbellton	260	Edmundston	95
Carleton County	68	Fredericton	115
Edmundston	128	Moncton	107
Fredericton	136	Saint John	278
Newcastle	134		
Saint John	615		
	<hr/>		<hr/>
	1341		595

The two remaining typewriters taken over from Milltown have been disposed of, the amount due Milltown Board of School Trustees paid, and the remaining cash turned in to the Provincial Treasurer.

Six typewriters have been loaned by the McAdam Vocational Committee to other schools—three to Edmundston and three to Saint John. They (McAdam) did not feel like selling until they had come to some definite decision as to the future policy of their Board regarding the Vocational Departments.

Four of the typewriter tables taken over from Milltown have been disposed of at a price of Five Dollars each.

The Directors' Conference, which has been meeting during the Christmas holidays, was not held this year, but in its place we called together the teachers of the Industrial Departments of all the schools. They met in the Vocational Office in an all day's session. The discussion centred around the course of study and its application to the particular needs of the different centres served. Different text-books were examined and I feel confident that some real progress was made.

During the Provincial year which closed October 31, 1934, we lived within our appropriation. The actual figures as taken from the published report of the Provincial Secretary-Treasurer follow:

Estimates	\$58,846.00
Expenditures	57,371.72 or
An under expenditure of	\$1,474.28

Late in October I was asked by the Premier to organize educational classes in the camps on the various Federal Relief Projects operating in the province. This work became necessary as one clause of the Unemployment Relief Agreement, entered into by the Federal and Provincial Governments, stated that the Province was to become responsible for the organizing of classes, naming and appointing of teachers, paying salaries and supplying the necessary text-books and supplies.

There are in this province at present five projects—No. 123, Sunbury County, where there are six camps; No. 41, Havelock; No. 2, Cambridge; No. 29, Millidgeville; and No. 4, Upper Brockway.

I visited each of the projects and had surveys made of the personnel of the various camps. General Education classes are in operation on three of the projects and all organization work on Project No. 123 completed, but to date accommodation has not been provided. As this is a matter under Federal control we must await their action.

It was understood before I undertook the work that no part of the expense was to be charged to our Vocational grant.

While this has entailed considerable extra work I am willing to do my part if we can accomplish anything worth while, and I feel that we can. The survey has shown that there are a number of men in each camp who have never attended school, and a considerable number who have but a limited education. Arrangements have been completed at Fredericton and Saint John to take as many men as wish to go into the Night Classes. Fifty will be attending the Fredericton School and twelve at present are enrolled in the Saint John Evening School.

(Vocational Education Board Meeting—September 21, 1935)

During the period between our last meeting and the close of the school term, June 30th, all schools were visited and a detailed report of the visit to each school submitted to the local vocational com-

mittee. In order that the report be of value it is necessary that I spend considerable time in each school to observe the work of the teachers with several groups and, if possible, with different subjects.

I believe we have as efficient teachers as will be found doing similar work anywhere. I regret, however, that our teacher training programme has been discontinued. We are compelled to take on new teachers each year, who need special training and I am convinced that all teachers, especially those in shop classes, need frequent refresher courses in order to keep abreast of the times. I hope that it may be possible for us to have our teacher training summer school during the coming July. I believe that an effort should be made to have funds for that purpose included in our estimates for 1936.

While the Vocational Departments of the McAdam school did not function during the year total enrolments in the province showed an increase over the previous year. Commercial and Industrial classes were exceptionally large, in many instances taxing accommodation.

We have not been able, as yet, to secure full information regarding all graduates, but sufficient has come in to show that a larger percentage of last year's graduates secured employment than has been the case during the last few years.

In the Motor Mechanics class of the Saint John Vocational School all boys who could be recommended for employment were placed in May. The work in the garages in which they were employed was accepted as a credit towards graduation.

The prospects for the present year are good as all schools show increased enrolments. The McAdam Vocational Committee has reopened all departments of its school. I spent a day helping the teachers organize their work. We secured as teacher of Industrial subjects W. J. Quartermain, a graduate of the Fredericton Industrial Department and also graduate in Manual Training from the Provincial Normal School.

We also have one of the Saint John Vocational Industrial graduates teaching in that school and making good. Four graduates from our Commercial Departments are teaching in these departments and without exception are rendering a good service. At present we need to have in training one or two prospective Industrial teachers. I am making an effort to have one or two of our best graduates placed as assistant teachers in the Fredericton and Saint John Schools where they will be getting experience and be available as new teachers are required. I feel that we should, wherever possible, use our graduates to fill teaching positions.

We lost one of our best teachers of Home Economics subjects this year to Ontario. Miss Lucile Bridges, who taught for five years at Campbellton, resigned at the close of the term, June 1934, and spent the year studying at Columbia. On returning to the province we had nothing to offer and the school board at Kemptonville, Ontario, offered her a good salary as head of the Home Economics Department of their school. I believe, however, that if a good position were open in this province she might return.

In connection with Home Economics we have just been notified that at Campbellton they have a special group of twelve girls who have been out of school for some time. Director Anderson says of this group:

"Miss Wetmore's Special Home Economics group started work this week. I think she has collected a group of girls that should benefit greatly from the course. The majority of them are older girls who have not had a High School education at all and a practical Home-making course will probably help them immensely in life."

Just two years ago I suggested to the Campbellton Vocational Committee that steps be taken to organize such a course. Last year we had a small group and I am delighted to find such a fine group of girls taking the course this year. Similar courses are given at Newcastle and Saint John and I hope to see one in each school. There are girls in every community who will be going into domestic service and in order to hold a worth while position they must be trained. Why should not the schools help these girls to prepare for their vocation as well as any other?

Registrations for the present term are as follow:

	Prev.	Comm.	H. E.	Ind.	Tech.	Art	Agric.	Total
Campbellton	138	92	13	21				264
Carleton County		38	7				30	75
Edmundston	21	50		29	22			122
Fredericton	40	73	12		39			164
McAdam	62	32	12	4				110
Newcastle	58	38	12	24				132
Saint John	159	211	75	149	54	23		671
	478	534	131	227	115	23	30	1538

The total of 1538 is an increase of 146 over the total for last year.

There has been a decided increase in the number attending Commercial Departments. While it might appear on the surface that too many were going through these departments, yet when one considers that these students have a good Academic education plus the Commercial knowledge their chances for securing employment are decidedly better than those graduating from the ordinary Academic High School.

INDUSTRIAL EDUCATION AS PART OF A SECONDARY SCHOOL PROGRAM

W. B. Main

Is there anyone living in this modern enlightened age who will disagree with the statement that education of the youth of our country is the most important duty of the state? The civilization of the world of tomorrow will be determined by the efficiency of the rising generation and it is the task of the present leaders to see to it that adequate provision is made to prepare them to cope with the problems of the future. This fact has been recognized since the beginnings of history, dating back to the Chaldeans about 2300 B. C., who erected great cities, collected vast libraries and founded schools to disseminate knowledge and learning. In those days the field of knowledge was relatively small but down through the ages the growth has been so rapid and the scope so varied that today we are faced with the task of equipping our boys and girls to lead happy and useful lives in a most complex world.

Education has been described as the harmonious development of all one's faculties as a preparation for right activity of the body, mind and soul: a three fold program. Physical, Intellectual and Moral.

The earliest educationists recorded in history recognized the basic fact that each individual must be given a training that would enable him to support himself and his dependents, providing them with the necessities of life; Practical training going hand in hand with Academic subjects. For centuries this practice has been followed, the methods changing with the years, until today in all the foremost nations of the world both Academic and Technical education are highly organized. This fact is proved beyond a doubt by the extensive report of the Robertson Commission, appointed by the Dominion Government to make a detailed study of the Educational Systems of the leading countries of the world and of the need for Technical Education in Canada.

This commission composed of seven representative citizens from the Maritimes, Central Canada and the West appointed in 1910, completed its report in 1913, having studied educational systems in operation in the United States, England, Scotland, Ireland, France, Germany, Denmark, Switzerland and Canada. The following quotations are taken from the report: "Self-governing peoples grow ever stronger when they are animated by some dominant purpose to maintain their ideals by further achievement. The reputation of Canada is a matter of concern; its character is of much greater consequence. Its place of honour, influence and power among the nations is worth caring for; the kinds of training and instruction which determine the

abilities and qualifications of its young people for working and living are of supreme importance. Adequate training for the young and appropriate instruction under opportunities suited to the conditions are needed and wanted everywhere for all industrial workers and industries."

Their survey of educational systems in operation in Canada at that time led them to the conclusion "that our educational work was bookish in the extreme and worse than that was developing into school systems that had few points of contact with or relation to industrial, agricultural or housekeeping life. The need of the times is education to qualify all to achieve satisfaction through labour, service and goodwill. Industrial and Technical Education serve to supplement general education and give to it a finishing course of experiences with special reference to the requirements of the workers in industrial, agricultural, housekeeping, commerce, transportation, mining and other occupations."

In order for Industrial Education to be effective it is necessary that it be carried on through our Secondary or, as they are called, High School grades. Practical training of this nature in our grades seven, eight, and nine, for boys and girls of twelve, thirteen, and fourteen years of age can only serve as tryout or vocational guidance courses, during which the pupils receive a general course of training in the major occupations of their respective communities, with a view of enabling them to intelligently choose the one for which they are best fitted. This is followed by specialized instruction in the trade of their choice during their fifteenth, sixteenth, and seventeenth years. They are then in a position to be advantageously apprenticed and should have a background of knowledge with which to make the most of their respective abilities. Such a scheme enables the 95% of our young people who go into Industry, commerce, homemaking, agriculture, fishing, etc., to receive the Secondary education to which they are as much entitled as the 5% who take our Classical High School Courses in preparation for the University.

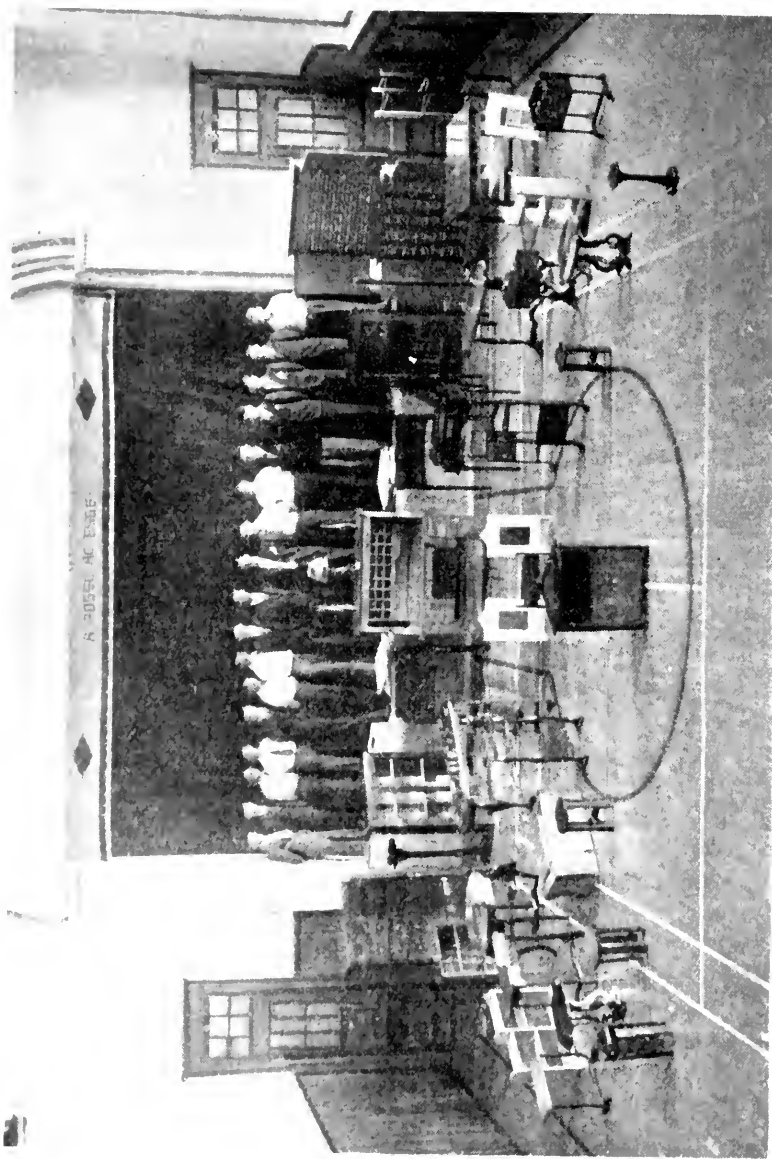
The Commission in its report states the following facts regarding Secondary Education: "The kind of education offered in the Secondary schools of Canada has not been such as to appeal to the large number of boys and girls who have little ability or interest in exclusively book or theoretical studies or subjects but who have intellectual interest and power in productive and constructive work. Experience has indicated that many youths who are negligent, uninterested and unsuccessful in book studies and purely theoretical subjects are attentive, diligent, interested, and successful in construction and expression work, calling for skill of hand, closeness of observation, exercise of judgment, initiative, and co-operation with their fellows."

The specific recommendations of the Commission in the light of the above facts were as follows "(1) Secondary Vocational Education should be provided for those persons who are to follow manual industrial occupations, producing occupations, such as agriculture, conserving occupations, such as housekeeping, and commercial and business occupations. (2) Such persons should have opportunities for ac-

quiring Secondary education which would be as fully advantageous to them in their vocations as the secondary education provided in the general school system has been advantageous to those who enter the learned professions, other professional occupations or the leisure class."

As a result of the report of the Robertson Commission the Dominion government set aside the sum of \$10,000,000 to assist the provinces to set up a system of Vocational Education, each province to receive \$1 of Federal money for every \$1 of Provincial money expended. This Federal Aid led to the establishment of systems of Technical Education in every province in Canada. In New Brunswick, as the result of an Order-in-Council issued September 5, 1917, a committee of men was appointed to inquire into "The Need for Vocational Education." Their findings led to passage of the Vocational Education Act in April 1918, which provided for the establishment of Prevocational and Vocational education in Secondary Schools, the Provincial government grants to be limited to \$50,000 of Provincial money in any one year. Despite the fact that this Act has now been in operation for seventeen years, during which the work has grown from one school to seven modern Composite High Schools and Vocational Schools located in Fredericton, Woodstock, McAdam, Edmundston, Newcastle, Campbellton and Saint John, with a day school enrolment of 1381 pupils and 818 in evening classes, no increase has been made in the Provincial money available.

The Secondary School program, so far as Industrial Education is concerned in New Brunswick, varies according to the locality, in order to meet as far as possible the local needs of each community. Its aim is to give to boys of High School age a sound general education in such subjects as Mathematics, English, History and Civics, Science and Physical Education, and Practical shop training. This combination of head and hand work enables the student to develop his aptitudes, coordinate manual and mental processes, and provides a basic knowledge, both Practical and Theoretical, which enables him to enter the trade of his choice equipped to reach the top of the ladder and compete on an even footing with boys from other sections of our country. In a modern, highly mechanized and competitive age such as this, Canadian boys are entitled to as good a start in life, at least as that given to the coming generation of the other civilized countries of the world.



Industrial High School students and their completed Projects in Cabinet Making Classes.
Campbellton Composite High School—R. A. Milburn, Instructor.

REPORTS OF LOCAL VOCATIONAL DIRECTORS

Campbellton Composite High School

Mr. W. K. Tibert,
Director, Vocational Education,
Fredericton, N. B.

Dear Sir:

During the school year 1934-35 all day school departments were kept running, some with capacity enrolments, indicating that before very long a larger number of teachers and more room will be absolutely necessary, if the boys and girls registered for some of our courses are to be looked after adequately.

The full time day enrolment for the year was 264, slightly larger than that for the preceding year.

Again last year every Grade VIII pupil in the town was enrolled in the Junior High School, 81 girls and 76 boys taking work in the shops of the Home Economics and Industrial Departments respectively in addition to the Grade VIII Academic subjects. After seeing this system in operation for two years, I believe that our Grade IX girls and boys are much better able now than formerly to choose the Senior High Course that suits their various aptitudes; nor can I see that the standing in Grade VIII Academic work has suffered as a result of the time spent by the pupils in exploratory courses in the shops. The drawback to the plan is rather that lack of room and teaching time has kept the exploratory courses too limited in scope.

The enrolment in the Commercial Department was 82, showing a slight increase over 1933-34. It was distributed as follows: twenty-five in Grade IX, fifteen in Grade X, fifteen in Grade XI, and twenty-seven in the One Year Class. Thirty-four students were graduated in June, six more than the year before. Our Shorthand and typing teacher, Mrs. B. K. duGuay, was forced by illness to give up her work for the year, and Miss Hughina McCain took it over.

Twenty boys were enrolled in the Senior High Industrial Department, the largest number in the history of the School. Eleven of these were in Grade IX, five in Grade X and four in Grade XI—these last four graduating in June. The steadily increasing enrolment in this department shows that the course is being more appreciated each year. This is gratifying, even although it means that the problem of carrying on the work with only one instructor becomes more acute every year.

Miss Lucile Bridges, who had been in charge of the Home Economics Department for five years, left us in June, 1934, and Miss Elsie Wetmore took over the work in September. Five girls were enrolled for the Senior High course of the department, and eighty-one Grade VIII girls were given work in Foods and Clothing. It was not found possible to organize a special part-time class in Home-making as was done the year before. However, such a class was enrolled in September, 1935, for the current year, the purpose being to provide valuable training for girls who otherwise would not be enrolled for any course.

Miss Margaret Callahan, who had been teacher of French for all the High School classes for some years, gave up the work in June, 1934, and Mme. J. T. Hebert, a well qualified French-speaking teacher, ably carried on the work of the Department.

Owing to the high per capita cost of evening classes I did not feel justified in organizing any.

Respectfully submitted,

J. M. ANDERSON
Local Director.

Campbellton Vocational Committee

W. F. Yorston, Chairman.
Mrs. S. MacLauchlan.
P. W. Caldwell.
Mrs. E. Champoux.
J. A. Bissett.
W. H. Miller.
Dr. L. M. Gray.
Donald McLean, Secretary.

BOARD OF SCHOOL TRUSTEES, CAMPBELLTON

VOCATIONAL ACCOUNTS

Year Ending June 30, 1935

REVENUES

Amount Received from School Board		\$ 8,327.88
Tuition		566.00
Vocational Education Board.		
On Account, Salaries 1934	\$ 489.16	
On Account, Salaries 1935	4401.67	4,890.83
		<hr/>
Bank Balance, June 30, 1934		529.03
		<hr/>
		\$14,313.74

EXPENDITURES

Commercial Department Expense	\$ 144.15	
French Department Expense	2.26	
Home Economics Department Expense	121.00	
Industrial Department Expense	425.14	
Janitor (Part)	435.00	
Salaries	12,801.90	
Text Book Account	34.55	\$13,964.00
		<hr/>
Bank Balance, June 30, 1935		349.74
		<hr/>
		\$14,313.74

Carleton County Vocational School

Mr. W. K. Tibert,

Director, Vocational Education,

Fredericton, N. B.

Dear Sir:

The brief resume of the operation of the Carleton County Vocational School covers that of the school year ended June 30, 1935, the sixteenth year of unbroken service to the vocational educational needs of the youth of Carleton County.

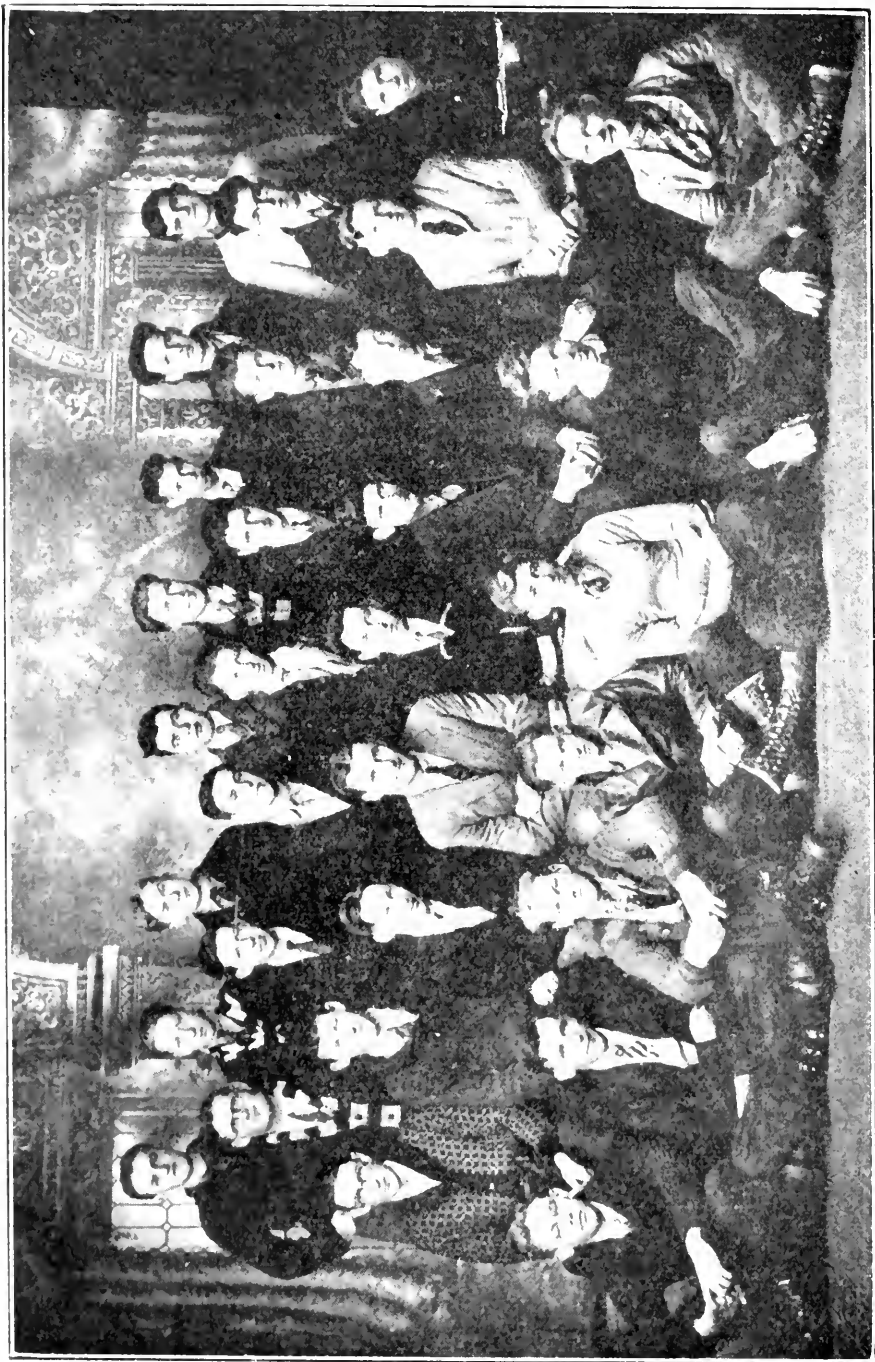
During the sixteen years, nine hundred and sixty-nine, full time, regular students have been served, in addition to some two hundred and thirty-two students enrolled periodically for special instruction in two and three day short courses. Since 1919, our Commercial Department has catered to 467 students, 232, or 49.67%, of whom were "county students", the remainder from the Town of Woodstock. During the same period, the Course in Agriculture and Farm Mechanics, one of two years' duration, has served 300 students, classified one hundred per cent "county", while the Home Economics Department in the sixteen years has trained 202 young home-makers, 56 per cent of whom, or 113, were residence of the County of Carleton, outside the Town of Woodstock. So, of the total number of full-time, regular students served since the establishment of this institution, 645, or two-thirds, 66.56% to be exact, were students from the County of Carleton. The school is maintained jointly by Town, Municipality of Carleton and funds available from the New Brunswick Vocational Education Board.

In addition to the full-time, regular students enrolled for the major courses prescribed, this school annually has served and continues to serve an average of 152 pupils of the intermediate grades of the public schools of Woodstock for an average total weekly allotment of time throughout the year of two hours, the division between boys and girls averaging eighty-one of the latter who were given Domestic Science instruction and seventy-one boys who pursued a Manual Training Course. So, while the average enrolment in the three full-time departments of this school, staffed with a total of five teachers, for the past sixteen years, very slightly exceeds 60 students, when the part-time attendance of public school students is added it averages 212. For the year under review, the attendance is 68 regular students, made up as follows, Commercial 37, Agriculture and Farm Mechanics, 20, and 11 in Home Economics. In addition to the full-time students in Home Economics, the instructor in charge of that department rendered to the graduating class of nurses in training at the Fisher Memorial Hospital their course in Dietetics. This service is in reciprocation for the training annually given our Home Economics students in Home

Nursing by the Assistant Superintendent of Nurses of the Fisher Hospital, here. The number of public school pupils served, many of whom are "county" students, totalled 154, giving a grand total attendance for the year ending June 30, 1935, of 225, or an average per teacher for the five-teacher staff of 45 enrolled students.

Outstanding contributions made by graduates of our three departments during the year under review include the appointment of Robert Tweedie, Woodstock, Commercial graduate, as private secretary to the Hon. A. A. Dysart, Premier of New Brunswick. Miss Ruth Kirkpatrick, Woodstock, another Commercial graduate, who also received agricultural instruction at the Carleton County Vocational School, was appointed Junior Seed Analyst, attached to the Dominion Seed Branch Laboratory, Sackville, having attained the position through competitive Civil Service Examinations. Miss Marion Brown and Miss Elizabeth True, and the latter's sister, Miss Doris, all of Woodstock and graduates of our Home Economics Department, competing in a Carleton County Baking Competition conducted by a well known Canadian Flour Manufacturing Company during the school year ended June 30th last, won a second award in the Bread Loaf Division (163 contestants), first and fifth prizes in the Cake Division (76 competitors), respectively, garnering in excess of one-fifth the total prize money afforded. Coincidence? Hardly, these three were the only representatives of our Home Economics Department among the 239 contestants comprising the competitions in question. From our Department of Agriculture and Farm Mechanics, during 1935, Alex. Wilson, Hartford, graduate of the preceding year, participating in a cattle showmanship contest conducted for junior club members at the Fredericton Exhibition, annexed a beautiful silver cup donated by Fredericton Rotarians for highest proficiency in that respect. During the same week, and in a competition held at the same exhibition, open to the junior club members of north-western New Brunswick, Mr. Wilson won premier honors for public speaking. A few weeks previously, in an essay competition open to junior club members of the Maritime Provinces, bearing upon the benefits of the use of registered seed, Mr. Wilson had won first award and the generous sum afforded with the honor. Throughout his two years Course in Agriculture and Farm Mechanics at the Carleton County Vocational School Mr. Wilson consistently led his class.

Eighteen of our thirty-five Commercial graduates of 1935 are engaged in employment for which their training here has fitted them; three are in training in nursing schools. Six of the remainder, young men and women, unable to secure stenographic positions, have returned to their farm homes where they may be expected to exercise an influence in the more business-like operation of their home farming projects. Eight in town are unemployed. Of the ten young ladies graduating from our Home Economics Department, three are now pursuing our Commercial Course with greater degree of security and confidence in their ability of ultimately filling the role of homemaker successfully than is unfortunately the case in too many engaged in comparatively brief stenographic pre-marital careers without training in Home Economics. Two are honest-to-goodness homemakers, having



Agricultural Class—Carleton Vocational School

meanwhile married: one is in training in hospital; one assists her Mother in conducting in Woodstock a Home Tea Room where many social gatherings are held and the better class transient clientele is attracted; while the remaining three are at home contributing their acquired knowledge in the management of their parents' home. Seven graduates in Agriculture and Farm Mechanics are at home on the farm, each laying the foundation for farm improvement in the years to come which will mark them in their respective communities in later years as individuals especially fortunate in their early agricultural training.

Our closing exercises, held for the fifteenth consecutive year outdoors, on the school lawn, without interruption by rain or inclement weather, were attended by upwards of twelve hundred people, the majority of whom were residents of the County, and the program rendered brought forth much commendation to the school, and to Miss Grace L. Caughlin, under whose direction and supervision this feature of our school activities is annually sponsored. The pageant presented for the Commencement program was entitled "The Kingdom of Books." Youth, in his quest for Life, turned from Might and Greed to follow Poesy to Arcady, where he was crowned King in the Kingdom of Books. Before the young king appeared certain of his subjects who, stepping from their respective books, a row of which, in book-shelf form and appropriately enlarged, presented an attractive background for the stage, were characters from *The Arabian Nights*, *Robin Hood*, *Little Women*, *Marie Chapdelaine*, *The Merchant of Venice*, *The Bible*, *Alice in Wonderland*, *The Cricket on the Hearth*, and a Book of Verse featuring the poems "The Song My Paddle Sings", by Pauline Johnson, "I Have a Rendezvous with Death", by Alan Seeger, "Abou Ben Adhem", by Leigh Hunt, and "The Barefoot Boy", by John Greenleaf Whittier, the last two being given as musical numbers.

Through the 1935 C.C.V.S. Year Book came the Gingham Dog and the Calico Cat who vied with one another in telling the Class Jokes of the year and through this book back cover each student passed when going to the chairman's platform to receive his or her diploma. While interesting, full of pleasing entertainment, and affording no little amusement, the selections presented in the pageant provided many a moral lesson. The musical selections were appropriate and pleasing, numbering such songs as "The House of Brotherhood", "Long, Long Ago", "The Minuet", "All through the Night", "The Home Road", "Prayer Perfect", and "The Lamplit Hour", as well as several School songs.

Even though expansion and further development of the school during the year under review was made impossible through continued curtailment of grants available, nevertheless, no curtailment in service to the community was effected, while the standard of efficiency of staff and system previously attained was maintained and, where possible, improved. This report would be incomplete without my taking the opportunity to express the appreciation of the Carleton County Vocational Committee and myself for the loyalty of the members of the teaching staff of this institution, to their sacrifice in voluntarily contri-

buting to the actual financing of the school, and to their forbearance and continued enthusiasm in the face of most insecure and uncertain hope of renewal of much needed government grants this school owes a great debt.

Might I express, too, my appreciation for your helpful co-operation throughout the year.

Respectfully submitted,

R. W. MAXWELL,
Local Director.

Carleton County Vocational School

E. W. Mair, Chairman.
Hon. F. C. Squires.
W. S. Sutton.
Daniel Stewart.
Warden Fred Brown.
J. E. J. Patterson.
C. W. McQuarrie.
R. W. Maxwell, Secretary

Edmundston Composite High School

Mr. W. K. Tibert,
Director, Vocational Education,
Fredericton, N. B.

Dear Sir:

In this, my report on the activities of the Vocational Department of the Edmundston High School, I feel that there are few things of unusual importance to include.

Enrolment in each department was as follows:

Commercial	63
Industrial	25
Electrical	20
Prevocational	22

One thing of especial importance is that the opportunities for employment are increasing. A larger number of our commercial graduates found employment during this year than has been usual for some time.

There has been some improvement in the employment of our industrial and electrical graduates but still those students have been able only in part to realize the benefits of their training. It will take a revival of industrial activities to absorb them in positions consistent with their training.

There is an evident betterment of conditions in this town and it is to be hoped that better financial conditions in as far as the school is concerned will allow work in the home economics department to be resumed.

I consider that this school is not functioning properly and fulfilling its duty without adequate instruction in the betterment of home life.

I am leaving the teaching profession after thirteen most enjoyable years in it. I feel that I owe a debt of gratitude to the students and teachers who have been under my supervision and I also thank you, Sir, for the kindness that I have continually received at your hands.

Respectfully submitted,

D. R. BISHOP,
Local Director.

Edmundston Vocational Committee

Dr. A. M. Sormany, Chairman.
D. M. Martin.
D. A. Fraser.
R. S. White.
J. B. Bourque.
H. J. Dube, Secretary.

THE BOARD OF SCHOOL TRUSTEES
VOCATIONAL ADVISORY COMMITTEE

Parish of Madawaska

DISTRICT NO. 1

Statement of Receipts and Disbursements in connection with
Vocational Departments Year Ending June 30, 1935

RECEIPTS

1934	Grant from School Board	\$4,755.64	
August	Rebate. June Salaries	284.00	
October	Rebate. September Salaries	308.00	
October	Tuition. Evening Classes	26.00	
November	Tuition. Evening Classes	126.00	
December	Rebate. October a n d November		
	Salaries	616.00	
December	Tuition. Evening Classes	2.00	
1935			
January	Tuition. Evening Classes	8.00	
February	Tuition. Evening Classes	8.00	
February	Rebate. December a n d January		
	Salaries	616.00	
February	Rebate. Evening School Salaries	186.00	
March	Rebate. February Salaries	308.00	
March	Tuition. Evening Classes	24.00	
April	Rebate. March Salaries	308.00	
May	Tuition. Evening Classes	16.00	
June	Rebate. Evening School Salaries	72.00	
June	Rebate. April Salaries	308.00	
June	Rebate. May Salaries	308.00	\$8,279.64

DISBURSEMENTS

July 1, 1934

to

June 30, 1935 Vocational Salaries:

	Day School	\$7,450.00	
	Evening Classes	645.00	
1934			
September	21 Manual Arts Press (Elec. Dept.)	10.60	
November	17 Arts and Metiers Ltd. (Indus. Dept.)	18.00	
December	1 Emerson & Fisher Ltd. (Indus. Dept.)	61.98	
	5 L. H. Morneau Ltd. (Indus. Dept.)	63.99	
1935			
May	2 Fraser Paper Cos., Ltd., Paper for Commercial Dept.	4.27	
	11 Gregg Pub. Co. Books for Commercial Dept.	16.80	
June	1 Gregg Pub. Co. Books for Commercial Dept.	9.00	\$8,279.64

Fredericton Composite High School

Mr. W. K. Tibert,
Director, Vocational Education,
Fredericton, N. B.

Dear Sir:

I beg to submit the following report concerning the various Vocational Departments of the Fredericton High School and of the Evening Classes of the Fredericton Vocational Committee for the school year ending June 30, 1935.

All the departments of the school functioned as in the previous year, the teachers and curricula remaining the same as for 1933-34.

The general trend of enrolment is a slight increase with prospects for considerable acceleration in this respect. It is my desire to see at least one hundred students in the Commercial Department and a similar number in the other Vocational Departments combined. This would bring all departments up to capacity and would make a better distribution of students than has prevailed during recent years.

An unfortunate circumstance which acts against the enrolling of a number of students, who would profit more from a vocational course than from an academic course, is the tuition charged outside students who enroll in any vocational department. It would be a splendid thing if arrangements could be made whereby these students could be given free tuition.

The enrolment in the Day Classes was 139, an increase of 15 over the preceding year: of the 139, sixty-three were in the Commercial Department. There were twelve graduates of whom seven have found employment.

Seventy-six students enrolled in other vocational departments.

Prevocational	22
Technical	41
Home Economics	13

A special feature of the year's work was a course given to eight young ladies in Home Economics. The students were interested in the work and were benefited greatly by the instruction received. These students were in addition to the regular students mentioned above.

The Evening Classes of the Fredericton Vocational Committee were held both terms of the year, the enrolment showing a slight increase in interest. It is pleasing to report that the General Education Class was held and I should think that as times become better it would be possible, in the near future, to organize another such class. A class in Lumber Scaling was held for the first time and it attracted a few young men.

Newcastle Composite High School

Mr. W. K. Tibert,
Director, Vocational Education,
Fredericton, N. B.

Dear Sir:

Vocational School conditions, except in the matter of salaries, were much improved during the year 1934-35. In the previous year only one department was opened and only one teacher employed. At the opening of school in September, 1934, all departments were again in operation and all teachers re-engaged. The enrolment of pupils in the Vocational departments was the largest in the history of the school.

Midway in the year, the Board, unwillingly, released Mr. R. F. Lumsden, head of the Commercial department for the two preceding years, that he might accept a much more remunerative position with the Blakney Hardware Co. of Moncton. For the balance of the year, the vacancy was filled by the appointment of Mrs. M. L. Henderson, a former Commercial teacher who had had considerable experience in the Vocational Schools of New Brunswick. A permanent appointment was not made until the summer vacation, when Mr. Robert MacFarlane, B. Comm. of Dalhousie University and M.A. in Education of Columbia University, was engaged to be head of the Commercial department.

Despite the fact that some departments were closed the year before, the school enjoyed the most successful year of its existence. Not only was the enrolment greater than ever before but the number of graduates was much greater. Of forty-one pupils graduated by this school in 1935, twenty-one were graduates of Vocational Departments. Of these five were Home Economics students, eight were Industrial, and eight were Commercial. In addition to these twenty-one graduates of the regular courses, nineteen others graduated from the One-Year Commercial Course (open to those who have completed Grade XI Academic).

Notwithstanding the present lack of trade and professional opportunities, six graduates found employment in stores or offices; two have been accepted as juniors in local banks; three have been accepted for training as nurses; one is now working in the C. N. R. Shops at Moncton; and two have found employment with a woodworking factory. Several others have had temporary employment. Of the remainder, six are getting additional educational training—one of these in Arts at U. N. B., and another in the first class of our Provincial Normal School.

The composition of our Graduating Class of 1935,—twenty-one Vocational out of a total of forty-one—seems, to me, to suggest the need of some radical change in the Academic training of our students. It is generally admitted that only a small percentage of High School graduates either can or should hope to be University students.

Nevertheless all our pupils, including the Vocational, who spend two-thirds or more of their time on purely Academic subjects, must follow a course of intensive training intended to fit them to be successful university students. Why should 90% or more of our graduates who must find a place in some trade, occupation or profession in no way connected with or dependent on University work, be compelled to master a Preparatory University Course? Is it not time to have a little more regard for the training of the 90% or more who will have no need of College? The present High School curriculum has little or no practical value for the average citizen. As most of the graduates of our schools will become average citizens, we should have a broader, more elastic, more practical course which can better help us to achieve that which should be the aim of every school, namely, to make useful and valued citizens of all our graduates.

Respectfully submitted

J. H. BARNETT.
Local Director.

Newcastle Vocational Committee

Dr. R. Nicholson, Chairman.
F. E. Lock.
G. G. Stothart.
Dr. F. C. McGrath.
Mrs. James Stables.
B. A. Tozer.
C. P. McCabe.
Mrs. Marjory L. Fowlie, Secretary.

Newcastle Vocational Committee

STATEMENT OF RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING JUNE 30, 1935

RECEIPTS

Amount from Town Treasurer	\$3,014.57	
Tuition Fees	60.00	
Sale of Candy, Household Science Department	2.00	
Repaid on Salaries, Vocational Board	2,220.60	\$5,297.17

EXPENDITURES

Salaries	\$5,128.80	
Supplies, Household Science Department	37.28	
Supplies, Commercial Department	69.12	
Supplies, Industrial Department	41.60	
Electric Power, Industrial Department	20.37	\$5,297.17

Saint John Vocational Committee

Mr. W. K. Tibert.
 Director, Vocational Education.
 Fredericton, N. B.

Dear Sir:

I have the honour to submit the report on the work of the Saint John Vocational School covering the ninth year of its history, ending June 30, 1935. It is a pleasure to record a successful year with a grand total enrolment of 1,019 students including 656 full-time day pupils and 363 persons who attended evening classes.

CLASSIFICATION OF DAY STUDENTS

The 656 day students were distributed among the six departments of the school as follows:—

Department of Trades and Industry	177
Department of Practical Arts (Home Economics)	77
Department of Commerce	195
Department of Fine and Applied Art	21
College Preparatory Department	47
Junior High School Department	139
Total	656

CLASSIFICATION OF EVENING STUDENTS

The enrolment of night school students for the past year was divided among the different subjects of study as indicated in the following table:—

Bookkeeping	35	Hairdressing	23
Commercial Art	12	High School Subjects	20
Cooking	10	Motor Mechanics	31
Dressmaking	46	Pharmacy	13
Electricity	26	Structural Steel Drafting	16
French	18	Typing	38
General Education	30	Welding	12
German	19	Wireless Telegraphy	14
		Total	363

INDIVIDUAL DIFFERENCES AMONG PUPILS

Occupational Requirements of the Country

Schools maintained at public expense must take into consideration both the varied talents of students and the occupational de-

mands and opportunities of the communities to be served. To offer a single, academic, college preparatory course alone does not meet either of these fundamental considerations. So the vocational school, with its wide range of courses, has been developed to round out and democratize the educational system of Saint John.

UP-TO-DATE PROGRAMME OF VOCATIONAL SCHOOL

An educational programme to meet the demands of present day living must be comprehensive. To remain vital and effective, it must grow and change. The Vocational School programme has somewhat changed in the past few years, and I take pleasure in setting down for your information the complete "set-up" that is now offered under the different departments, with comment touching the services rendered in each. The developments and changes to be noted include the following:—

- (a) The Special Two-year Course for Boys not interested in high school subjects, which has proved popular.
- (b) The Three-month Trade Course, which could not be operated this year for lack of space.
- (c) The New Practical Arts Course for Girls, initiated last year.
- (d) The Standardized Hairdressing Course.
- (e) The Practical Arts Special Course for Girl Graduates, which now is given credit for one year's work on the degree courses in science at Mount Allison and Acadia Universities.
- (f) The Additional Year planned in Secretarial and Administration Courses in Commerce.
- (g) The Three-year Applied Art Course for Graduates of academic high schools.
- (h) The Third Year in the Junior High School Course.

DEPARTMENT OF TRADES AND INDUSTRY

This department prepares boys and young men to enter industrial positions advantageously. The training includes the essential academic subjects of a sound, secondary education together with the special science, mathematics and practical work directly related to the field in which the student majors.

THE COURSES OFFERED

A. *The Industrial High School Course of Three Years* for boys who have passed High School Entrance or equivalent.

In this course one-half of each day (three hours) is devoted to the academic high school subjects and one-half (three hours) to practical work with related theory. In the first year the student tries out all the trades taught, in order to decide wisely the field in which he will major the second and third year. A high school diploma is

granted on the successful completion of the course. Following are the subjects for each year and the time devoted to each in forty-five minute periods:

First Year		Second Year		Third Year	
English	7	English	5	English	5
History	3	History	3	History (civics)	2
Mathematics	7	Mathematics	6	Mathematics	5
Physical Education	2	Physical Education	2	Physical Education	2
Science	3	Science	5	Science	6
Shop	18	Shop	18	Shop	20

B. *Special One and Two-Year Courses* for boys and young men who have passed High School Graduation or equivalent.

In these courses boys devote six periods out of forty each week to related mathematics, science and drafting. The remainder of the time is spent at practical work in the shop selected. Certificates are granted on the successful completion of each year's work in any one of the following trades:—

1. MOTOR MECHANICS, including Mechanical Work, Auto-Electricity, Storage Battery Work and Welding.
2. MACHINE SHOP PRACTICE—Bench Work, Drill Press, Lathe, Shaper, Milling Machine, Grinding and Heat Treatment of Steel.
3. DRAFTING—Lettering, Machine Parts, Sections, Auxiliary Views, Blue Printing, Floor Plans, Sections of Frame Buildings.
4. ELECTRICITY—Theory of Electricity, Interior Wiring, D. C. and A. C. Circuits, D. C. and A. C. Machines and Equipment, Telephony.
5. PRINTING—Hand Composition and Platen Presswork.
6. WOODWORKING—Bench Work, Millwork, Cabinet making and Construction.

C. *The Special Two-Year Course* for boys 16 years of age who, in the opinion of the Director, can profit from the work and who are not interested in High School Graduation.

These students spend six periods each week in English, Arithmetic and Civics. The remaining thirty-four periods are spent in practical work and related theory in one of the following shops: —

1. MOTOR MECHANICS, including Mechanical Work, Auto-Electricity, Storage Battery Work and Welding.
2. MACHINE SHOP PRACTICE—Bench Work, Drill Press, Lathe, Shaper, Milling Machine, Grinding and Heat Treatment of Steel.
3. DRAFTING—Lettering, Machine Parts, Sections, Auxiliary Views, Blue Printing, Floor Plans, Sections of Frame Buildings.
4. ELECTRICITY—Theory of Electricity, Interior Wiring, D. C. and A. C. Circuits, D. C. and A. C. Machines and Equipment, Telephony.

5. PRINTING—Hand Composition and Platen Presswork.

6. WOODWORKING—Bench Work, Millwork, Cabinet making and Construction.

D. *Intensive Trade Courses of Three Months or Less* for trade workers from any part of New Brunswick who desire advancement.

These courses begin in January each year and include three units of one month's duration in each of the following subjects:—Motor Mechanics, Auto-Electricity and Oxy-Acetylene Welding. No course is opened until at least ten enroll. These courses could not be offered this year for lack of space.

E. *Evening Classes for Day Workers*—These classes are organized to help workers to secure advancement through technical training. Instruction is given two nights a week from 7.30 to 9.30. Any subject may be offered for which fifteen persons enroll. The following is a suggestive list of subjects:—

- | | |
|-------------------------------|---------------------------|
| 1. Blue Print Reading | 7. Industrial Mathematics |
| 2. Chemistry | 8. Machine Shop Practice |
| 3. Drafting, Elementary | 9. Motor Mechanics |
| 4. Drafting, Structural Steel | 10. Printing |
| 5. Electricity | 11. Welding |
| 6. General Education | 12. Woodworking |

DEPARTMENT OF PRACTICAL ARTS FOR GIRLS

(Home Economics)

One of the arresting challenges to society is to educate the girls properly. As practical workers, home makers and voters, they will have a determining influence upon our future. In the past, too little effort has been made to adapt training courses to meet their particular needs. It is now recognized that in the interest of our society, as well as of the girls, more attention must be given to the educational needs of the latter, and most of the newer schools have special departments to serve them through those cultural and practical subjects which characterize the field of women's activities.

THE COURSES OFFERED

The Practical Arts or Home Economics Department of this school offers a three-year High School Course for Girls of entrance standing. A one-year intensive course for High School Graduates. A new Practical Arts Course for Girls who have reached the age of 16 and who are not interested in High School work, and a Hairdressing Course for those who wish to follow that vocation.

A. *Practical Arts High School Course of Three Years* for girls who have passed High School Entrance or equivalent.

This course includes the essentials of a thorough secondary

education in the usual subjects as well as training and experience of a practical nature, as the following table shows:—

First Year		Second Year		Third Year	
Arithmetic	3	Arithmetic	3	Arithmetic	2
Applied Art	4	Applied Art	4	Applied Art	4
Clothing & Textiles	6	Chemistry	3	Clothing & Textiles	6
English Literature	3	Clothing & Textiles	6	English Literature	4
Expression	3	English Literature	3	Expression	3
Foods	4	Expression	3	Foods	4
French	5	Foods	5	French	5
General Science	3	French	5	Grammar & Comp.	3
Grammar & Comp.	2	Grammar & Comp.	3	History	2
History	3	History	2	Home Nursing	1
Home Nursing	2	Home Nursing	1	(one half year)	
(one half year)		(one half year)		Home Management	1
Home Management	2	Home Management	1	(one half year)	
(one half year)		(one half year)		Physical Education	2
Physical Education	2	Physical Education	2	Physics	2
				Physiology and Hygiene	1

Note: The work of the academic subjects in this course is that prescribed for the high schools of the province, except in arithmetic. A text specially suited to girls' work is used in this subject.

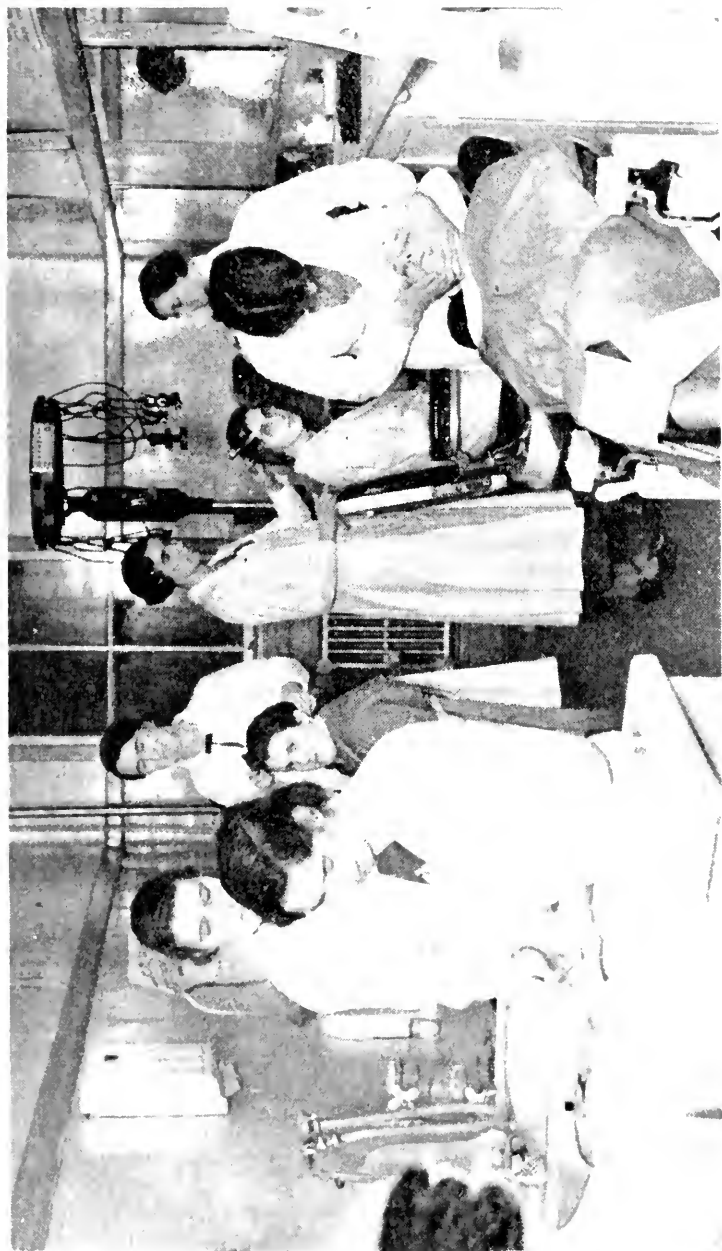
It will be noted that Latin, algebra and geometry are omitted. In place of these the girls, during each of the three years, devote much time to the practice and theory of expression, home economics and applied art. Skill and creative power in speaking, cooking, sewing and home furnishing should be advantageous to the girls and the communities in which they will live.

B. *The Practical Arts Special Course* for girls of High School Graduation Standing.

An unsurpassed one-year finishing course for girl graduates. The subjects, with periods per week devoted to each, are as follows:—

1. APPLIED ART (4) Colour Theory, costume design and interior decoration.
2. CLOTHING CONSTRUCTION AND TEXTILES (18).
3. EXPRESSION (3) Reading, voice control, public speaking, acting in plays, etc.
4. FOODS AND COOKERY (10) Meal preparation, table service, nutrition, etc.
5. ANY ONE OF THE FOLLOWING (5)
 - A. Chemistry (first year college work).
 - B. Commercial and Conversational French.
 - C. Typing.
 - D. Music (to be taken during school hours outside the school from an approved teacher selected and paid by the student.)

Note: Several graduates from the above one-year course have received one year of credit on the B.Sc. degree course in Maritime universities.



Class in Hairdressing—Saint John Vocational School

C. *The New Practical Arts Course* for girls 16 years or over, who are not taking High School work.

The Saint John Vocational School offers this useful and well balanced course to help girls, who might otherwise drop out of school, to become more efficient workers and better citizens.

The class is limited to TWENTY girls who have completed Grade VII or equal. The work requires one year, and the subjects are as follows:—

1. CLOTHING—the construction, repairing, laundering and care of simple garments.
2. COOKING AND TABLE SERVICE.
3. HOME MANAGEMENT AND PRACTICAL NURSING.
4. APPLIED ART—the study of colour and line in relation to clothing and home furnishing.
5. ENGLISH AND EXPRESSION.
6. APPLIED ARITHMETIC.
7. PHYSICAL EDUCATION AND PERSONAL HYGIENE.

This course should appeal to girls who like activity. Three-quarters of the time will be devoted to practical work. The fundamental theory and practice of home management and of other tasks taken up by girls and women are dealt with in a helpful way.

D. *The Hairdressing Course.*

Subject Matter:—Study of hair and what shampoos and rinses are necessary.

Shampooing—plain, egg, dry, hot oil, Egyptian henna.

Methods of drying hair.

Rinses—blueing, lemon, camomile, henna, brightening, vinegar, acetic acid.

Scalp Treatments—loss of hair and diseases of the scalp.

Methods of Scalp Treatments—scalp massage, finger manipulation, high frequency, violet ray, vibrating massage, steam treatment.

Hair—the hair and what it is, colour of hair, contour and other properties of the hair, trimming and singeing.

Facials—care of the skin; structure of the skin and its functions; massage and finger manipulations; plain, hot oil, milk, astringent, egg and steam facials; skin bleach and almond meal packs; coloured light treatment and vibrating massage; dry and liquid make-up for the face.

Eyebrow Arching.

Manicuring—hand and arm moulding.

Finger Wave—position of fingers and hand, comb: directing of the hair.

Hair Dyeing—bleaching, retouching.

Marcel—instruments and their manipulation; six movements for a marcel: joining and matching waves.

Different styles of marcel and finger waves.

Removal of Hair—five methods of removing superfluous hair.

Croquignole Permanent—method of winding hair; blocking of head; length of time required to heat different types and conditions of hair.

Spiral Permanent—method of winding hair; blocking of head.

Sterilization—Hygiene—Sanitation.

Note: We believe this course in Hairdressing and Beauty Culture compares favourably with any such course offered on the continent. The instructor is a post graduate of the Wilfred Academy, Boston. The equipment is modern and complete, and the examination at the end of the course is conducted by a committee of the leading practical hairdressers of Saint John.

DEPARTMENT OF COMMERCE

This department aims to provide a sound, secondary education together with such practical training as will prepare young people to enter directly upon office and business positions.

The field of commerce is constantly growing and offers many attractive avenues along which qualified young citizens may advance. Competition and changing conditions place a premium upon ability and special training. There has lately been a marked development of business education in the secondary schools of Canada. Enrolments are growing rapidly.

The courses offered in this department are (A) The three-year High School of Commerce Course; (B) A two-year Secretarial Course; (C) A two-year Business Administration Course. Courses B and C are divided into two units corresponding to first and second years. The first units prepare students to take positions as stenographers or general business workers. The subject matter of the second units is not yet fully organized.

A. *The High School of Commerce Course of Three Years* for boys and girls who have passed High School Entrance.

First Year		Second Year		Third Year	
Arithmetic	4	Arithmetic	2	Arithmetic	3
English Literature	3	Bookkeeping	6	Bookkeeping	6
French	5	Correspondence	3	Correspondence	2
Geography (com.)	2	English Literature	3	English Literature	3
History & Civics	3	French	4	Expression	2
Grammar & Comp.	4	Geography (com.)	2	French	4
Junior Business	5	History & Civics	3	History & Civics	2
Penmanship	3	Physical Education	2	Physical Education	2
Physical Education	2	Shop	2	Shorthand	8
Shop	2	Shorthand	6	Spelling	3
Shorthand		Spelling	2	Typing	5
Spelling	2	Typing	5		
Typing	5				

The time table is so arranged that pupils do not carry more than eight study subjects at one time.

The time devoted to commercial subjects increases from about 50% in the first year to over 60% in the third year.

COURSES FOR HIGH SCHOOL GRADUATES

To meet the rapidly growing demand for more mature workers, the Department of Commerce offers to high school graduates a Two-year Course in Secretarial Practice or Business Administration. These courses are conducted on the highest vocational level. In the first year they give the student basic information, techniques and skills needed for junior business occupation, together with an introduction to problems of business management. At present, a certificate of proficiency in the subjects of the first year is granted to successful students at its close.

During the second year, these techniques and skills are advanced and consolidated by practical experience in the school and about the local community, while special attention is paid to such important fields as secretarial practice, money and banking, merchandising, etc., in which individual specialization is encouraged, and a managerial outlook fostered.

B. *The One and Two Year Stenography and Secretarial Course* for those of High School Graduation standing.

First Year		Second Year	
Arithmetic (commercial)	3	Arithmetic (commercial)	2
Bookkeeping	6	Business Administration	3
Business Administration	1	Correspondence	3
Business Law	2	Economics	2
Correspondence	3	English Literature	4
Office Practice	2	Expression	2
Penmanship	2	French (conversational)	5
Shorthand	10	Office Practice	5
Spelling	2	Shop	4
Typing	9	Shorthand	5
		Typing	5

Those passing the first year of this course successfully are granted certificates in Stenography. They are prepared to enter upon certain phases of office work.

C. *The One and Two Year Business Administration Course* for those of High School Graduation standing.

First Year		Second Year	
Arithmetic (commercial)	3	Accounting	6
Bookkeeping	10	Correspondence	3
Business Administration	3	Economics	3
Business Law	2	English Literature	3
Correspondence	3	Expression	2
Economics	3	History of Commerce	3
Geography (commercial)	3	Merchandising	4
Office Practice	3	Money and Banking	3
Penmanship	2	Office Practice	3
Spelling	2	Statistics	2
Statistics	1	Transportation	3
Typing	5	Typing	5

D. *Evening Courses for Day Workers* who wish to advance.

By attending evening classes, ambitious persons may complete the requirements for a Vocational School diploma or certificate. Any of the subjects of the Commercial Courses for which 15 people enroll will be taught in night school. The following have been taken to advantage in the past:—

Accounting	English	Penmanship
Algebra	Expression	Salesmanship
Arithmetic	French	Shorthand
Bookkeeping	German	Typing
Economics	Office Practice	

DEPARTMENT OF FINE AND APPLIED ART

In every community a small but very important group of people are gifted in art, and in its application in the various phases of human life.

Industry, the home, commerce, transportation, literature and dramatics are constantly advancing their standards and influence through the application of art principles.

The good designer, the creative artist, the clever cartoonist, and the effective decorator and advertiser are in constant demand. They have a big contribution to make in the life and development of our country.

COURSES OFFERED

Saint John Vocational School offers two courses in Fine and Applied Art: (A) A four-year High School Course for those who have passed the Entrance, consisting of three years Academic and Applied Art work as outlined below, and one year specialization in that phase of Art in which the student has proved most efficient. (B) A three-year full time Art Course for High School Graduates and others whose academic standing is approved.

Note: Only pupils of decided inclination and artistic ability are encouraged to enter upon these courses.

A. *The Applied Art High School Course*—The Art High School Course consists of arithmetic, chemistry or general science, English, French, grammar, composition and history as taught in Grades IX, X and XI of high schools of the province with physical education 90 minutes per week.

These studies occupy a little more than one half the student's school hours. The rest of his time is devoted to Art work which covers such subject matter as drawing in all media from cast, still life and the costumed model; freehand drawing; the study and practice of design in relation to the Fine Arts, architecture, and the commercial and industrial art fields; commercial illustration and poster work, lettering; and the theory and practice of colour usage.

B. *The Three-year Art Course for Graduate Students*—The Art Course for Graduate students follows the outline of Art work as

given in the High School Art Course, but the greater number of working hours allows for a more thorough study of each project, and a specialization along those lines in which the student proves most adept.

Each student is expected to spend considerable time outside school hours in sketching and in collecting any research material he may require. An original composition, produced without supervision, is expected from each student every two weeks during his course.

THE COLLEGE PREPARATORY DEPARTMENT

(Technical High School)

Some workers in industry, commerce and institutional positions require university training. This department prepares students to enter the science and engineering departments of universities, or to go to normal school. Through academic and practical subjects it aims to train both head and hand.

The Technical High School Course for pupils who have passed the Entrance.

The subjects of this course are both academic and practical. They are set out opposite those of the usual New Brunswick High School Course in the columns below.

Technical High School Course

(30 hours)

Arithmetic
Algebra
French
Geometry
Grammar and Composition
Literature
History
Chemistry and Physics
Physical Education
Practical Shop Work

Usual Academic High School Course

(25 hours)

Arithmetic
Algebra
French
Geometry
Grammar and Composition
Literature
History
Chemistry and Physics
Latin

The extra hour a day in the Technical High School, plus the time devoted to Latin in the usual high school course, is devoted to practical shop work. Latin is not taught in the Technical Department.

The same text books are used. So the courses are identical, except for the one and a half hours each day. During this period through the three years, the girls study foods, dressmaking and art; the boys learn electricity, drafting, woodworking, machine shop and printing; both take physical education.

This course is a very fine general course giving, as it does, the usual training in mathematics, English, etc. and also a knowledge of materials and practical methods of work as used in the factories and shops of today. It is the ideal preparatory course for the boy who expects to take an engineering, science or forestry course at a university later, or for the girl who intends to become a dietitian.

JUNIOR HIGH SCHOOL DEPARTMENT

The Junior High School Course in the Vocational School includes Grades VII and VIII. It prepares pupils for High School Entrance and gives guidance experience in shop work. This is not a trade course. Pupils who have passed Grade VI successfully are eligible.

In this department $4\frac{1}{2}$ hours each day are devoted to the regular academic course leading to high school entrance. The subjects taught are as follows:

English Grammar	Algebra	Science and Health
Composition and Literature	Geography	Art
Arithmetic	History	Latin

One and a half hours a day are spent in shop work, giving a wide guidance experience. This includes exploratory courses in metal work, printing, woodworking, electricity, drafting, motor mechanics and machine shop practice for boys; and sewing, cooking, art and commercial subjects for girls.

This combination of book and hand work has been recommended by the highest authorities in education.

After passing the Entrance Examinations, pupils are free to attend the high school of their choice.

School Gardening and First Aid to the Injured are also taught.

JUNIOR HIGH SCHOOL COURSE

Third Year

In addition to the courses for pupils of Grade VII and VIII, leading to the High School Entrance Examinations, there is a special course to serve pupils who have passed through Grade VIII but have not qualified to enter high school.

In academic work, this Junior Three Course provides for a thorough review of pre-high school subjects, with an introduction of high school work in French, Geometry, Physics, Chemistry and Junior Business Training.

A special feature of this course is the Vocational Guidance experiences in Shops. For the girls: tryout experiences in Typewriting, Art, Foods, Clothing and Expression. For boys: guidance and tryout experiences in Drafting, Electricity, Printing, Machine Shop, Sheet Metal, Motor Mechanics and Art. Work in First Aid to the Injured, School Gardening and Physical Culture is also given.

Time allotment is about three hours in academic and about three hours in shop work. Pupils qualify to enter Vocational IX by successfully completing this course.

In the most progressive school systems today junior high schools serve all the Grade VII and VIII students.

ACCREDITED HIGH SCHOOLS

Many are now advocating a system of accredited high schools for New Brunswick and, no doubt, there is much in the plan that is of value. Can it be applied so that all six types of high school course offered in Saint John, for example, would be accredited? Or would the proposed system give additional urge to all high schools to specialize on college preparatory work? Surely that urge has been quite strong enough in the past and pupils, country and colleges alike would profit if other legitimate objectives received more attention in the field of secondary education.

WHAT OF THE FUTURE

Though the programme now operated at the Vocational School may seem comprehensive, it is by no means complete in the light of the needs and possibilities of this section of the province. Space does not permit an elaboration of additional services and improvements in our present courses, which those who have studied the situation would like to see. We merely set down the following partial list of possible avenues of growth that are plainly open to us now:—

1. A four-year high school course in each department to bring our province into line with the others.
2. A new Department of Fisheries and Navigation to serve the oldest of our industries.
3. A Department of Agriculture to serve the sons and daughters of surrounding farmers and city dwellers who desire to enter that fundamental occupation.
4. A Diesel engine course in our Department of Trades and Industry.
5. Moving and sound picture equipment to bring the undoubted advantages of visual education to our students.
6. A radio receiving system to enable us to utilize the increasing volume of educational matter that is upon the air.
7. A correspondence educational service for those who cannot attend school, or who wish a specialized course not now offered in classes.
8. An adequate plan for the teaching of music, both vocal and instrumental, in day and night schools.
9. The reorganization and extension of the night school service. (We might expect to have three times the present number enrolled in adult education classes.)
10. The wide development of short educational courses for adults during slack seasons in industry. There is persistent demand for such courses.

TEACHER TRAINING

Our teachers, as usual, have worked hard this year to make our programme effective. Such workers deserve every possible assistance to keep up and extend their professional efficiency. The progress and vitality of Vocational Education depend in large measure upon opportunities afforded for professional training and growth. There is now a great scarcity of qualified leaders in this challenging field of education. We venture to hope that your former policy of conducting summer schools, and of paying travel and tuition expense at standard training institutions may be resumed.

FINANCES

Bismarck said that education was the most important business of the state. If it is well supported, the oncoming generations will be prepared to solve the personal and corporate problems of their day. If it is neglected, the future is dark for our children.

England has just announced a broad advance in national support—including technical, art and adult education. The grants to new buildings are raised from 20% to 50%.

In view of all this, it is to be regretted that the proportion of our provincial revenues devoted to education, although never high, has steadily decreased during the past decade. In that period, for example, we have received an annual increase of almost one million dollars in dominion subsidies, none of which has been used to increase government support to any type of education. During the same period, Vocational Education grants have been markedly decreased.

In closing this report, permit me to thank you for your helpful supervision and unfailing courtesy throughout the year.

Respectfully submitted.

FLETCHER PEACOCK.

Local Director.

SAINT JOHN VOCATIONAL COMMITTEE

L. M. Curren, M.D., Chairman.
Mrs. E. R. Taylor.
E. R. W. Ingraham.
John MacKinnon.
Alexander Wilson.
W. C. Cross.
James W. Brittain, Mayor.
Miss Ellen T. Reed, Secretary.

THE VOCATIONAL COMMITTEE OF THE CITY OF
SAINT JOHN

ASSETS AND LIABILITIES

JUNE, 1935

ASSETS

Furniture	\$ 1,317.52	
Equipment Purchased	1,699.08	
N. B. Government Acct. Teachers' Salaries	1,823.34	
Insurance Premiums Unearned.—		
Building and Equipment	\$1,011.80	
Boiler	.97	
Sprinkler Risk	1.98	1,014.75
		<hr/>
Tuition Fees Outstanding.—		
1929-1930	\$ 60.00	
1930-1931	180.00	
1931-1932	316.00	
1932-1933	286.00	
1933-1934	120.00	
1934-1935	330.00	1,292.00
Cash on Hand		60.00
Sprinkler System		14,492.14
		<hr/>
		\$21,698.83

LIABILITIES

Bank of Nova Scotia, June 30, 1935	\$ 741.86
Coupon Interest Accrued	3,945.22
Insurance Agencies (Sprinkler System)	2,440.58
Sprinkler System Contract	9,738.87
Surplus of Assets	4,832.30
	<hr/>
	\$21,698.83

THE VOCATIONAL COMMITTEE OF THE CITY OF
SAINT JOHN

RECEIPTS AND EXPENDITURES
YEAR 1934-1935

RECEIPTS

Assessment, City of Saint John	\$ 73,243.44
Tuition and Night School Fees	5,788.50
Outstanding Tuition Paid	1,678.00
Sale of Materials	449.05
N. B. Gov't Acct. Teachers' Salaries	21,856.66
N. B. Telephone Co. Refunds	3.68
Employees' Taxes	1,135.26
Bank Interest	45.43
Bank of Nova Scotia June 30, 1935, Overdraft	741.86
	<hr/>
	\$104,941.88

EXPENDITURES

Bank of N. S. Com. Dr. Balance June 30, 1934	\$ 1,654.60
Salaries, Director and Teachers	54,859.20
Salaries, Officials	1,419.71
Salaries, Engineer	1,550.00
Salaries, Janitors and Care	2,538.80
Repairs	1,324.08
Coal	1,900.25
Fuel	13.00
Water	129.83
Light and Power	1,198.85
Expense	2,583.09
Supplies	3,002.63
Printing	11.24
Advertising	237.02
Insurance, Sprinkler System	2,928.69
Insurance, Workmen's Compensation	34.21
Coupon Interest	22,254.60
Sinking Fund Contribution	4,171.87
Tuition Refunds	252.00
Interest on Overdraft	43.87
Employees' Taxes	1,135.26
Equipment	1,699.08
	<hr/>
	\$104,941.88

Educational Guidance Needed

W. K. Tibert

Efficiency is a term we hear frequently these days. To be efficient man or machine must be capable of not only producing a good product, but the maximum amount must be produced in the minimum of time. We have been striving for years to secure greater efficiency in our educational endeavours and while some progress has been made we are still far from having an efficient educational machine. An efficient educational programme would guarantee to every student the maximum of benefit from the years spent in school, and that goal is still to be attained.

There are two main factors that must be taken into account by the teacher if the pupil is to receive the maximum of benefit from his stay in school. One of these is determined before the child begins his school career and is not changed during his stay there. It is in no way influenced by teacher or course. The second is the correlative of the first and is controlled during the early years by parent and teacher. I refer to heredity and environment. Peter Sandiford in his late book on Educational Psychology says: "Every trait that the individual will later exhibit is potentially present even before the child is born. Heredity, therefore, can be defined as the sum total of the traits potentially present in the infant." If this is so, how necessary that the teacher should be interested in and seek to discover the hereditary equipment of the pupils he teaches; in what they bring to school with them, for if these cannot be changed they must form the foundation upon which he has to build the educational structure.

We know that some children are naturally clever: some are naturally musical; and some are naturally unmusical: some are naturally mathematical: some take to mechanics: and others to business: and so on throughout the whole range of the world's activities. In fact every talent exhibited by the race and in every degree is found in the school population. If, then, heredity has predestined the things boys and girls should do how necessary that the teacher make every effort to discover these inherited qualities and assist in making them active. Here is where the second factor comes into play. It is the work of the school to create an environment that will awaken the dormant qualities and develop them to full capacity. By improving the environment of an individual the better hereditary potentialities will undoubtedly be developed. Heredity, or nature, provides whatever potentialities the pupil possesses; environment, or nurture, determines whether or not they shall be realized in actuality. The quality of the environment will determine to what extent the natural qualities will be developed. "A Beethoven born in the depths of an African forest would never have composed the beautiful sonatas and symphonies although he might and probably would become the best tom-tom

beater of his tribe." Just think what the world would have lost if the proper environment had not been supplied in this instance!

If you accept what I have said, and it is based on the latest findings in Educational Psychology, can you imagine any single environment that could be set up that would be adequate to develop all the individuals in a group of children with different hereditary qualities? Yet that is just what we have been attempting in the past in our High Schools. Is it any wonder that so many pupils become discouraged in the uncongenial environment and either fail to do passing work or drop out? The wonder is that so many remain.

The question naturally arises, how can this be changed? There is no doubt that for a certain class the academic environment is just what is needed to develop the best that is in them. However statistics prove that this group forms less than 20% of the school population. What shall we do for the other 80%? Should not an effort be made by the teachers to place these pupils in an environment where they will have a fair chance for proper development? Where shall we begin?

No attempt should be made to do any sorting during the first six grades, the work of the teachers in these grades should be to lay a good foundation, broad enough to form the basis for any later educational structure that the student may decide to erect. I believe, however, that if a card were kept for each pupil from the day he enters school, upon which each teacher would record his observations regarding any particulars, either showing strength or weakness in intellect or character, that by the time the pupil reached Grade VIII there would have been compiled information that would be of great assistance in determining his proper high school course. Some will say you have the record of his marks. True, but they only tell half the story.

Grades VII and VIII are the grades where real help can be given. If the teacher is fortunate enough to be associated with a composite high school where the students have access to the try-out courses in the shops his work in guidance is simplified, but if such is not the case real assistance can be given by observing the student at his work and by personal talks about the things he is interested in and his ambition for the future. A talk with the parents as to his home activities may help, but I have discovered that a great many parents consult their own ambition when planning the boy's future rather than his aptitude. To the parents John is bound to shine in any vocation they select.

The teacher needs to keep constantly in mind that the starting of a pupil on the correct course in high school is not only laying the foundation for a successful career but through that career he is contributing something worth while to society. Much of the failure and disappointment in life, and possibly much of the crime that abounds, may be attributed to the fact that so large a proportion of our youth go out from the public schools imperfectly prepared to meet the demands of the world in which they find themselves compelled to make some kind of a living. Drifting about from one occupation to an-

other, they seem to mix themselves up about as satisfactorily as if some superhuman power had shaken them up in a mighty deal box and thrown them helter-skelter in every direction. All about us we see men struggling along in occupations for which they have no liking and little fitness. What chance has any one in such a position reaching even average proficiency in his trade while, perchance, some other profession or trade is losing a genius? The great majority of men past middle age will tell you that they came into their present occupation almost entirely by chance. This should not be as I am convinced that the Great Architect has given to each one some special endowment that will enable him to make a success of life and get some satisfaction and real joy out of his stay here. It should be the work of teacher and school to help the pupil to discover that natural line of activity and prepare him to render the best possible service through it.

I believe we have arrived at the stage in our educational thinking when we are ready to admit that the benefits of special training should be made available to others than the special group who will be going on into the higher institutions of learning. The members of that group have always had the advantages of special training and Educational Guidance of a sort, as parents generally expend some little mental effort in thinking over the university courses of their sons and daughters. Is not the boy whose high school will be his university entitled to the same consideration? Those who are preparing students for high school entrance know that for at least 95% of their class the high school will be their finishing school. How necessary that they select the course best suited to develop their latent talents. A mistake here will make all the difference between success and failure not only in high school but in after life.

Many a boy leaving high school without some special bent toward an occupation drifts from one vocation to another only to discover when it is too late the trade he should have followed. The world is full of such tragedies. In these days of tense effort when the boy with some special knowledge is finding it difficult to secure work, what hope is there for the boy without the special training?

The failure of those entrusted with the education of youth to at least make an attempt to direct into the proper high school environment is responsible for a large percentage of the failures in high school and is congesting these grades with repeaters. I wonder if we realize the real significance of that word, "repeater" when applied to high school students. Suppose that a manufacturing plant returned anywhere from ten to forty per cent of its yearly output back to the factory to be remade every year. How long do you think the management would put up with such work? But that is just what we are doing. There are approximately 1,023 students repeating a grade in the high schools of the province this year.

In order to get an accurate picture we sent out questionnaires to twenty-three schools doing high school work. These included a fair cross section of the High Schools in the province. This questionnaire asked for the registration in each grade last year, the number graduated in June last, and the number repeating the grade. A sum-

mary of the information taken from the questionnaires gave the following facts:

18 schools gave a registration in Grade IX of 934. Of these 27%, or 252 pupils, failed to make a pass mark. 190 of these are repeating the grade and 52 left school.

Grade X. 659 students. 176 failed: 129 are repeating the grade, and 47 left school.

Grade XI. 518 students. 81 failed: 49 repeating, and 40 dropped out.

Summarizing the total registration we find that 24% of the total enrolment in the three grades failed to make a pass mark. 18% are repeating and 7% were lost to the school influence.

Applying these percentages to the total high school population of 5,683 as given in the Chief Superintendent's last report we find that 1,364 pupils failed to grade at the close of the last school year. Of these, 1,023 are repeating the grade and 398 left school.

The average cost for keeping a pupil a year in high school is about \$70.00, in some schools much higher. There is being spent in this province this year, \$71,610 in order to furnish instruction for a second year in a grade in our high schools. I am confident that at least 50% of that amount could be saved if these pupils had been directed into courses suited to their natural abilities.

Why is it that in every Vocational Department where special courses for high school graduates are given the registrations are so large? Have these young people discovered that the training they received had not fitted them for earning a living?

In 1923 Dr. A. S. McFarlane, then a teacher in the Provincial Normal School, addressed the Fredericton Rotary Club on the subject "Congested Traffic." He pointed out that it was costing the City of Fredericton \$6,250.00 yearly to furnish instruction for repeaters in the first eight grades of the schools of the City. I do not believe that the picture has materially changed since. That is a dark picture, but it is not fraught with the same danger as accompanies repeating in high school. In the lower grades the child is compelled to continue at school, but a discouraged high school pupil means that a large percentage will drop out before completing.

I have mentioned the financial loss which is great, but dollars may be regained, but what of the loss in discouraged youth going out with a sense of failure, with a loss of confidence in their ability to make good? These are things that if they are ever regained it is only after years of struggle and then only a small percentage win out.

I am not intimating that the teachers are entirely to blame for the conditions that prevail. I recognize that they are bound by existing regulations and limited courses in many instances, but I am confident that the teacher can be of greater assistance in directing pupils than has been the practice in the past.

Many teachers will say they are not qualified to give worth

while Educational Guidance. I realize that the very nature of the teacher's training has in a sense removed him from the work-a-day world and so he has little sympathy with commercial and industrial conditions. The average teacher has little opportunity to observe or to know from experience very much about the vast field of labor into which his pupils go. He may have tried to keep up-to-date by reading but his inclinations are toward more pleasant fields of investigation. He is anxious to know all he can about the higher institutions of learning into which a few of his pupils enter. He should feel an even greater obligation to know more about the commercial and industrial institutions into which many of his pupils are destined to go.

Few people have any conception of the magnitude of the world's work. Most of us circle about within our own little sphere of action seeing and knowing little of the vast extent of human endeavor. Of no class of citizen is this more true than of the school teacher. Reared and trained in the school atmosphere, seeing the world mainly through the books of the past, teachers are ill prepared to give chart and compass to the youth who are being sent out into the most complex civilization of all history to make their future way in the industrial and business world.

When school authorities awake to a realization of the great function of the public school, the training of youth will be so conducted that the outlook for the young man or young woman who is graduated will be broad enough and clear enough to show each the particular field of labor in which he or she may be of the greatest service to humanity.

Some day the dignity of labor will be so manifest in our education and in our civilization that devoted parents will realize that the only dream of joy for their growing son is to picture him in that field of labor in which he can put forth his best effort to serve his fellow men. We should pray that boys and girls may find happiness and success through living the life that brings, not the greatest pride and vanity to us, but the greatest contentment and soul satisfaction to them.

EXTRACT FROM THE 1935 FEDERAL REPORT ON TECHNICAL EDUCATION

SUMMARY OF DEVELOPMENTS

The extent of work in the three provinces still participating in federal grants and the trend of developments during the period July 1, 1934, to March 31, 1935, are indicated by the following reports submitted by those provinces.

SASKATCHEWAN

In the year preceding March 1, 1935, there were no new developments of outstanding importance in vocational education in Saskatchewan. It is true that during the year approval was given to a new agreement between the Dominion and Provincial Government providing for the inclusion of agriculture among the courses given in the technical school. However, as this arrangement was completed some time after the opening of the schools for the fall term of 1934, its effect will not be fully apparent until the second term of 1935. Short courses in some phases of the agriculture course have been given in Regina, and considerable interest in the agriculture courses as a whole is anticipated in each of the three centres served by technical schools.

Like its predecessor, this year was characterized by a continuance of the consolidation of the vocational education idea in the centres served. There have been inquiries regarding vocational courses from some of the smaller cities and towns in the province, but in no case were conditions such as to warrant embarking upon vocational courses. The nearest approach to this development was seen in the city of North Battleford, where a commercial department was opened in the collegiate institute.

The improvement in general conditions has not yet been sufficient either to attract into employment in appreciable numbers the young people of high school age or to make any marked improvement in the ability of parents to pay fees. Attendance has been well sustained, particularly in day classes, and there are no signs of any decrease in interest.

The teaching staffs have remained practically intact; the teachers are year by year adapting themselves more completely to the needs of the work and are gradually improving their qualifications. As compared with the preceding year, salaries remained stationary. In general, the trends noted in the preceding report in the organization and the teaching of the various courses have continued.

While financial conditions are unfavourable both to the expansion of the present courses and to the addition of new courses, as well as to improvement of equipment, viewed as a whole, the vo-

cational education situation in Saskatchewan affords many grounds for an optimistic view of the future.

MANITOBA

During the past year the number of students enrolled in the commercial, industrial and homemaking classes has remained about the same as last year.

INDUSTRIAL CLASSES

Three hundred and eighty-five boys and ninety girls are listed in the grade IX industrial group in the junior high schools, and 390 boys and 79 girls in the grades X and XI groups in the high schools. These boys and girls are of the type who in normal times would become restless in school and drop out to go to work at the end of the compulsory school age. Now there are few jobs available and they continue in school. For them a new program is being rapidly developed which will place the emphasis on the practical phases of school work. The academic work, however, is not lost sight of, but it, too, is made as practical and appealing as possible. In all classes very creditable work is being done and now boys of the more studious type are seeking admission to the industrial classes because of their practicability.

COMMERCIAL CLASSES

In Winnipeg the enrolment in business courses has remained stationary, but there is a slight falling off in attendance in the province as a whole, due to the fact that three new private business colleges have been established in Winnipeg and some of the suburban school boards have suspended their commercial courses for the time-being.

EVENING CLASSES

The evening classes for adults show a larger enrolment than last year. Opportunities for instruction are offered in most lines of industrial work, including acetylene and electric welding, woodturning and pattern making, cabinet making, machine shop, electricity, radio, auto mechanics, printing, commercial art, sign writing, mining and prospecting, economics, steam engineering, shorthand, typewriting, bookkeeping, machine and architectural drawing, clothing, foods, physical training and first aid. The enrolment at the end of the term was almost as large as at the beginning, which shows that those enrolled were getting the instruction that they expected.

BRANDON TECHNICAL SCHOOL

The interest in the trade school work has been maintained with as many students enrolled as can be accommodated. The work is confined to automobile mechanics and oxy-acetylene welding. A large percentage of the graduating class were able to get work in the automotive industry.

CORRESPONDENCE COURSES

There was a slight falling off in this department, due mainly to the fact that when the appropriation was exhausted it was necessary to cease enrolling new students for a period of four months. One hundred and thirty new students enrolled during the year, while more than double that number of students enrolled during previous years continued with their work. Ninety-six have completed correspondence courses and have received certificates from the Department of Education.

UNEMPLOYMENT RELIEF CAMP COURSES

Two hundred and sixty-three men in relief camps enrolled in the following correspondence courses: automobile, electricity, radio, business men's English, business and electrical arithmetic, economics, journalism, commercial freehand drafting, and steam engineering. As no charge was made for these courses, it was necessary for the correction of papers to depend on volunteer organizations, such as the School of Education, electrical department of the Kelvin High School, automobile department of St. John's High School, etc. The quality of work sent in by the men in the camps was of a high order of merit. More than 3,000 answer papers, each containing on an average 20 questions, were sent in for correction. Sixty thousand questions answered by men in the Manitoba camps during four months is some indication of the value of this new phase of technical education.

NOVA SCOTIA

During the past year there was a definite improvement in business and industry, especially in coal mining, and the hopeful reaction among the people was evident in the largely increased enrolment in evening technical and mining classes. The total number in this branch of education rose to 3,029, which was an advance of 593 over the previous year. In some communities the attendance increased by as much as 50 per cent. The gain in employment was comparatively slight, but even this favourable change heightened the hopes of depressed spirits and sent many to the evening classes to prepare themselves for jobs that an impending prosperity might offer.

Even though the period covered in this report is three months short of a calendar year, in correspondence-study 360 new students were enrolled, which represents an increase of 40 students over the previous year. The number of active pupils in this form of self-education stood at 1,116, which also is a substantial gain of 284.

The registration in the Nova Scotia College of Art expanded to 352, as against 242 in 1933-34. The attendance at the Halifax Industrial School and the Nova Scotia Training School remained at approximately the same figure as in the year before.

Gains were made in nearly every activity in which the Technical Education Branch of the Department of Education was engaged. In Halifax, evening classes were organized in Diesel engine to serve the

needs of men who wished to prepare for certificates as operators of this prime mover in the merchant marine. The need arose from the anticipated changes that would come into force if Canada adopted a new Shipping Act. The increase of enrolment in the regularly established classes was so great that instruction facilities were strained to the utmost and in some cases required the opening of new centres. The College of Art organized classes for children on Saturday mornings in three public schools of Halifax and one of Dartmouth, which proved of great value in extending elementary training in the basic principles and in helping to discover young people with marked artistic ability. The trade instruction at the Halifax Industrial School was widened and made more efficient, with satisfactory results in preparing the students more thoroughly for apprenticeship and for useful employment. At the Nova Scotia Training School some boys with low mental ability had been made proficient enough through instruction that they were placed in industry under supervision and have given a good account of themselves.

Two large firms in Halifax and the Naval Service have co-operated in an agreement whereby certain classes of apprentices will be sent to the Nova Scotia Technical College for scientific and technical training. The young men will attend classes for two half-days a week, where they will be instructed in drawing, mathematics, science, and knowledge related to their trades. The term of apprenticeship is for four years and the aim is to develop all-round, thoroughly skilled mechanics. The classes are not yet in actual operation, but will probably commence in the coming autumn. This innovation is prompted by the anticipated dearth of skilled mechanics which will become evident with a return to anything like normal prosperity. Most of the highly skilled men in certain trades have reached middle life and no new workers of this type have been developed in the last five years, while a goodly number have died or retired. The need of workers who have a thorough technical education, as well as practical trade competence, has already been felt, and the effort will be made to secure the right type for future demands in a carefully planned program of education and experience. It is anticipated that measures of a like kind will be more widely adopted when industrial activity expands considerably.

Adult Education

The many terms applied to different phases of educational work are confusing to the person who still thinks of education in terms of the three R's and the "Little Red School House." Education in keeping with all other phases of life has become more complex with the years, but is still inadequate to meet the demands of our modern civilization.

Education could not foresee the changes which scientific inventions have brought about. How could education have anticipated the changes in our social life which the motor car and radio have brought about? Life is changing all the time and the school cannot prepare for a stable life as it did in pre-scientific days. Hence, education must go on through life. One of the tasks of Adult Education is to help to bridge the gap between our scientific and social progress. It is impossible to do this bridging once and for all in our schools; it must be a continuous performance ending only with death.

But some one may ask, Can mature people who have neglected to do any studying for years learn anything worth while? Many experiments have been made to determine the learning ability at different ages and Thorndike has charted the results, which, briefly, are as follow: Ability to learn rises sharply until the age of 20. It then remains fairly level for the next five years and thereafter declines slowly until 30 is reached. The descent from 30-45 is slightly accelerated, but between 25 and 45 the decrease averages less than 1% of the maximum ability. At 45 the average person still possesses from 80 to 85% of his maximum ability to learn. Given the will and the capacity to learn, adults may, by taking a little more time and making a little more effort than they have been wont to do, learn anything they choose to learn practically as well as they ever did.

Having established the fact that adults can learn, is there any necessity for them to learn? Cannot they make what they already know suffice for their daily needs?

The introduction of machines by which the work of many men is done by one operator has thrown many men out of work. These men must be trained for new jobs. Hours of labour have been shortened giving men and women more leisure and this leisure time must be taken care of either by training for part time jobs or of even greater value is the training of the leisured adult along cultural lines. If the leisured adult of the future can be trained to enjoy the great arts of the world either as producer or consumer he will be kept occupied and human.

Recognizing the need for providing some means by which adults could continue their education either culturally or vocationally those interested in the subject have promoted the organization of an Adult Education Association in Canada. The organization has been completed and incorporated.

At a meeting of the Association held at MacDonald College on July 15, 1935, the following constitution was adopted:

I. NAME

The name of the Association shall be "The Canadian Association for Adult Education."

II. OBJECTS

Its objects shall be to promote the development and improvement of Adult Education in Canada and to co-operate with similar Associations in other countries. It shall undertake to provide for the gathering and dissemination of information concerning adult educational projects, their aims and methods; to keep its members informed concerning experiments and achievements in the adult educational field in Canada and other countries; to conduct a continuous study of the work being done in this field and to publish, from time to time, the results of such study; to co-operate with adult educational organizations and efforts in the Dominion of Canada; to encourage adult education and to serve as a clearing-house for information; to secure and accept donations of money or other assistance for the furthering of the above ends; to invest any funds of the Association that may not immediately, or at the time of investment, be required for the purpose of the Association, in securities authorized by the laws of the Province of Ontario for investment of funds as trustees; and to do all such other things as are incidental or conducive to the attainment of the above objects.

III. MEMBERSHIP

Membership shall be of two kinds:

A. *Organizational*—organizations whose aims and purposes are consonant with the objectives of this Association subject to such limitations as may be established in the by-laws, may be admitted to affiliation with the Association on the recommendation of the membership committee.

B. *Individual*—persons specially qualified to assist or who are active in the furtherance of Adult Education, elected to membership on the recommendation of the Membership Committee.

C. Honorary members may be elected by the Council.

IV. FEES

A. Organizations affiliated with the Canadian Association for Adult Education shall pay an annual fee of \$10.00, which shall entitle them to two official representatives at the meetings of the Association.

B. Individuals elected to membership shall pay an annual fee of \$2.00 which may be compounded by an initial payment of \$50.00 whereupon no further annual payments shall be required.

V. MANAGEMENT

The management of the Association shall be vested in a Council consisting of not more than thirty-three persons who shall be members of the Association elected at the Annual General Meeting of the Association, each of the nine provinces of the Dominion of Canada being represented on the Council by at least one member. The Dominion of Newfoundland shall be eligible for representation. The members of this Council shall be elected for such periods of time that one-third may go out of office each year.

COUNCIL MEETINGS

The Council of the Association shall meet, at least once a year, at a time to be fixed by itself and also at such other times as the President may direct or at the request of any seven members of the Council, which request must be submitted to the Secretary in writing. At its first meeting the Council shall elect from among its numbers an Executive Committee consisting of a President, two Vice-Presidents, a Secretary, a Treasurer, and two other members of the Council. Honorary officers may also be elected by the Council.

EXECUTIVE COMMITTEE

The Executive Committee shall meet at such intervals as the business of the Association shall require. Subject to the direction of the Council it shall have general charge of the executive and the administrative work of the Association, and it shall be empowered to receive and authorize the expenditure of such funds as are necessary for the work of the Association. The Executive Committee may employ such administrative officers as may be necessary to perform the work of the Association.

VI. QUORUM

A quorum of the Executive Committee for the transaction of business shall be five members; of the Council, not fewer than a majority of its members; of the Association at its Annual General Meeting, twenty-five members.

VII. MEETINGS

There shall be an Annual General Meeting of the members of the Association held each year at a time to be determined by the Council. At this meeting the Council shall submit a report, the aim of which shall be to acquaint the members of the Association with the progress of the Association and shall submit a financial statement.

VIII. FINANCIAL YEAR

The financial year shall end on the last day of April of each year.

IX. VOTING

Each representative of an affiliated organization and each member of the Association shall be entitled to one vote only at the Annual General Meeting.

X. AMENDMENTS TO THE CONSTITUTION

This Constitution may be amended by the vote of two-thirds of those present and voting at the Annual General Meeting of the Association. Notice of such proposed change or changes must be delivered to the office of the Secretary at least sixty days prior to the Annual General Meeting. The Secretary must forthwith, on receipt of such notice, forward a copy thereof to every member.

The officers of the Association are:

President—W. J. Dunlop.
Vice-President—Dr. Wilfrid Bovey.
Vice-President—Prof. A. B. MacDonald.
Treasurer—Prof. F. C. Auld.
Secretary—E. A. Corbett.

The present New Brunswick representatives on the Board of Directors are Dr. F. Peacock, Saint John Vocational School, and W. K. Tibert, Director, Vocational Education.

Staff Register
OF
Vocational and Composite Schools
SEPTEMBER 1935

School	Staff	Department
Campbellton Composite High	J. MacKay Anderson	Local Director
	A. B. Lumsden	Commercial
	Hughina McCain	Commercial
	Edward J. McLean	Commercial
	Elsie Wetmore	Home Economics
	R. A. Milburn	Industrial
	Mrs. J. T. Hebert	French
	Lloyd Jamieson	Prevocational
	Borden DeLong	Prevocational
Carleton County Vocational, Woodstock	Alice Boyd	Prevocational
	Flora MacDougall	Prevocational
	R. W. Maxwell	Local Director and Agriculture
	Grace L. Caughlin	Commercial
	Helen Shaw	Commercial
	Florence M. Morton	Home Economics
	LaF. N. Rogers	Farm Mechanics
Edmundston Composite High	D. R. MacLelland	Local Director
	Amedee Blanchard	Commercial
	Greta Hayes	Commercial
	Oneil Guerette	Commercial
	Martin Therriault	Industrial
	J. Murillo Laporte	Industrial
	Henry Clavette	Prevocational
Fredericton Composite High	O. V. B. Miller	Local Director
	H. W. McFee	Commercial
	Mrs. Louise Bailey	Commercial
	Marion L. Ryan	Commercial
	Beatrice Phillips	Commercial
	Jean L. Belyea	Home Economics
	F. H. Wetmore	Industrial
	Dorothy Burpee	Prevocational
	Charles L. Simms	Prevocational

Staff Register—(continued)

School	Staff	Department
McAdam Composite High	Hanford M. Fowler	Local Director
	Helen M. Scott	Commercial
	Helen E. E. Skene	Home Economics
	William J. Quartermain	Industrial
	Barbara J. Semple	Prevocational
	M. E. Smith	Prevocational
Newcastle Composite High	J. H. Barnett	Local Director
	Robert MacFarlane	Commercial
	Katherine M. Stables	Commercial
	Margaret Clarke	Home Economics
	J. W. McNutt	Industrial
	Bessie Creamer	Prevocational
Saint John Vocational	Lou Henderson	Prevocational
	Fletcher Peacock	Local Director
	W. B. Main	Industrial
	B. W. Kelly	Industrial
	Bayard Stilwell	Industrial
	Jas. D. MacLean	Industrial
	D. S. Connolly	Industrial
	W. H. Hayes	Industrial
	G. H. Lordly	Industrial
	E. A. Fitzgerald	Industrial
	S. Frederick Lucas	Industrial
	Rheta M. Inch	Home Economics
	Vera M. Wilson	Home Economics
	Julia T. Crawford	Home Economics
	Violet A. Gillett	Home Economics
	Lillian D. Curry	Home Economics
	Muriel Hammersley	Home Economics
	I. Newton Fanjoy	Prevocational
	Stuart MacFarlane	Prevocational
	R. H. McCready	Prevocational
	W. O. Wetmore	Prevocational
	Donald A. MacRae	Technical
	Ella I. Rogers	Technical
	E. A. Rideout	Commercial
	Margaret A. Morrow	Commercial
	Katherine G. Kane	Commercial
	M. Clare Broderick	Commercial
	E. H. Brewer	Commercial
	Gertrude Cremin	Physical Training
	William C. Bowden	Music

Tuition, Non-Resident Students

ATTENDING VOCATIONAL AND COMPOSITE SCHOOLS

1934-35

Under the Non-resident Clause of the Vocational Education
Act the following School Boards received the amounts listed below:

Dist. No.	Section	County	School Attended	No. of Pupils	Amt. of Rebate
1 ¹ / ₂ A	Athol	Restigouche	Campbellton		
			Composite High	8	\$149.33
2A	Tide Head	"	"	3	56.00
15	West Bathurst	Gloucester	"	1	11.20
2	Clair	Madawaska	Edmundston		
			Composite High	2	22.40
4	Pelletier's Mill	"	"	1	14.00
1 ¹ / ₂	Barkers Point	York	Fredericton		
			Composite High	2	28.00
2	Devon	"	"	5	93.33
3	Marysville	"	"	11	149.32
1	Nashwaaksis	"	"	6	93.33
13	Douglas	"	"	1	9.33
3	Burnt Church	Northumberland	Newcastle		
			Composite High	1	9.34
4 ¹ / ₂	Chatham Head	"	"	3	14.00
1 ¹ / ₂	Derby Jct.	"	"	1	9.33
6	Douglastown	"	"	3	14.00
1	Nelson	"	"	1	4.67
2	South Nelson Road	"	"	1	18.67
12	Strathadam	"	"	1	4.67
11	Whitney	"	"	1	4.67
2	Elgin	Albert	Saint John		
			Vocational	1	14.00
4	Bartlett Mills	Charlotte	"	1	14.00
1	Moore's Mills	"	"	1	14.00
1	St. Andrews	"	"	1	14.00
2	St. Stephen	"	"	1	14.00
1	Grand Bay	Kings	"	2	56.00
5	Hammond River	"	"	2	56.00
3	Hampton	"	"	1	14.00
8	Havelock	"	"	1	35.47
5	Kars	"	"	1	28.00
2	Sussex	"	"	1	14.00
2	Westfield	"	"	2	56.00

Tuition, non-Resident Students—(continued)

Dist. No.	Section	County	School Attended	No. of Pupils	Amt. of Rebate
6	Douglastown	Northumberland	Saint John Vocational	1	11.20
1	Welsford	Queens	"	2	42.00
10	Armstrong's Corner	"	"	1	28.00
1	Lancaster	Saint John	"	22	588.00
2	Lancaster	" "	"	21	560.00
3	Lancaster	" "	"	3	84.00
8	East Saint John	" "	"	6	81.19
3	Andover	Victoria	"	3	74.67
4	Riley Brook	"	"	1	14.00
10	Shediac	Westmorland	"	1	14.00
9	McAdam	York	"	1	28.00
Totals				129	\$2560.12
Totals, Year 1933-34				134	\$2868.08

TABLE I.

MONEY AVAILABLE AND MONEY PAID TO THE PROVINCES UNDER THE TECHNICAL EDUCATION ACT, AND AMENDMENTS THERETO, FOR THE FISCAL YEAR ENDING MARCH 31, 1935

Province	Amount Available	Amount Paid to Provinces
Saskatchewan	\$144,626.10	\$41,673.38
Manitoba	351,455.26	9,430.97
Nova Scotia	120,853.00	39,615.64
Totals	\$616,934.36	\$90,719.99

TABLE II.

VOCATIONAL SCHOOLS, TEACHERS AND PUPILS FOR PERIOD JULY 1, 1934 TO MARCH 31, 1935

Province	Number of Municipalities Conducting Classes		Number of Teachers				Number of Pupils				Teachers-in-Training		
	Day	Evening	Day	Evening	Correspondence Dept.	Total	Day	Evening	Correspondence Dept.	Total	Schools	Teachers	Pupils (Teachers in Training)
Saskatchewan	3	3	90	54		144	2,970	969		3,939			
Manitoba	5	2	110	66		176	2,654	1,362	1,386	5,402			
Nova Scotia	1	25	15	144	25	184	259	3,029	360	3,648	1	2	25
Totals	9	30	215	264	25	504	5,883	5,360	1,746	12,989	1	2	25

Above table includes figures only for provinces which are still receiving grants under the provisions of the Technical Education Act of 1919, and amendments thereto.

TABLE III.
STATEMENT OF ATTENDANCE AND TEACHERS IN DAY VOCATIONAL CLASSES
For Period July 1, 1934 to June 30, 1935

Municipality and School	Department	Full-Time Classes			Number of Individuals Enrolled			Teachers		
		Total Enrollment	Average Attendance	Part Time & Special Classes	Male	Female	Total	Full Time	Part Time	Male Female Total
Campbellton Composite High	Prevocational	157	134.							
	Industrial	20	17.3							
	Home Economics	5	3.4		141	123	264	10		5 5 10
	Commercial	32	69.9							
Carleton County Vocational	Agriculture	20	17.5							
	Commercial	37	35.1	83						
	Home Economics	11	8.	71	104	118	222	5		2 3 5
	Manual Training									
Edmundston Composite High	Prevocational	22	16.							
	Industrial	25	16.7							
	Industrial (Electrical)	20	15.04		90	40	130	6		5 1 6
	Commercial	63	53.8							

Frederickton Composite High	Prevocational	22	17.48	8	86	92	178	8	2	6	8
	Technical	41	32.59								
	Commercial	63	58.07								
	Home Economics Foods and Clothing Clothing	13	10.14	8 31							
Newcastle Composite High	Prevocational	55	47.4								
	Industrial	26	21.5								
	Home Economics	12	11.45								
	Commercial	42	37.7		75	60	135	6	2	4	6
Saint John Vocational	Prevocational	139	105.55								
	Industrial	177	130.35								
	Technical	47	40.35								
	Home Economics	77	47.95								
	Art	21	14.95								
	Commercial	195	153.4		360	296	656	27	1	17	28
Totals		1392	1115.62	193	856	729	1585	62	1	33	63

TABLE IV.
SUMMARY OF ATTENDANCE—ENROLMENTS AND SUBJECTS OF STUDY
EVENING CLASSES—1934-35

Locality	General Education	French	Dressmaking	Cooking	Handicraft	Typewriting	Shorthand	Bookkeeping	Hairdressing	Woodworking	General Electricity	Pattern Drafting	Steam	Pulp Chemistry & Physics	Paper Mill	Accounting	Practical Mathematics	Lumber Scaling	Motor Mechanics	Telegraphy	Structural Steel	Drafting	Pharmacy	Commercial Art	German	Welding	No. of Classes	Total Enrolment
Edmundston	19	12				30						24	11	13		9	8										11	126
Fredericton	8		42	17	15	52	26	32		16								7	28								20	243
Moncton	25	14	132			70																					15	241
Saint John	77	26	53	10		45		43	43		34								38	22	31	25	19	19	12	33	497	
Totals	129	52	227	27	15	223		75	43	16	34	24	11	13		9	8	7	66	22	31	25	19	19	12	79	1107	

Number of Teachers Employed: Male, 25; Female, 20; Total, 45.

TABLE V
HISTORY OF GRADUATES
VOCATIONAL SCHOOLS AND DEPARTMENTS
 School Year Ending June 30, 1935

Subjects	Number of Graduates	Employed along lines of Training	Otherwise Employed	Taking Advanced Work	Nurses in Training	At Home	Married	Ill	Unknown
Agriculture	7	7		5		2			
Art	9	2		14	6	71			3
Commercial	166	56	16			3			
Hairdressing	8	5							
Home Economics	32	3		12	4	11	2	1	1
Industrial	72	29	3	27		11			
Technical	19	3		11	2	2			1
Totals	313	105	19	69	12	100	2	1	5

An analysis of Table V shows that of the 313 graduates sixty-nine are taking advanced work, twelve are nurses in training, two have married, one is ill, and eleven of the County girls taking Home Economics at the Carleton County Vocational School are employed at home in line with their training, making a total of ninety-five that were not looking for employment. Of the remaining 218 one hundred and five, or practically 50%, were able to secure employment in line with the training they received in the vocational departments, and nineteen others have secured employment along other lines. Considering the opportunities for securing employment this is a very encouraging report.

TABLE VI

DISTRIBUTION OF PUPILS AND SUBJECTS IN ALL GRADES OF THE COMPOSITE HIGH SCHOOLS

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SEVENTEENTH ANNUAL REPORT OF THE

School	Grade	Woodworking	Drafting	Sheet Metal	Electricity	Motor Mechanics	Home Economics	Bookkeeping	Commercial Law	Shorthand	Typing	Grammar Composition Literature	Arithmetic	Geometry	Algebra	History and Geography	Science	Drawing	Physiology	Latin	French
Campbellton	J. H.	81	81				76	25	25	25	25	157	157	11	157	157	157	157	157	147	25
	IX.	11	11				5	15	15	15	15	41	41	5		41	5				15
	X.	5	5					15	15	15	15	20	20	4		20					15
	S. P.	4	4				2		15		15	19	19			19					15
Edmundston	IX.	14	27	13				21	21	21	21	22	22	27		22	22	22	22		22
	J. H.	22	22		6			26	26	26	26	48	48	12		48	48	48	48		48
	X.	6	12					9	9	9	9	38	38	9		38	12	12	16		38
	S. P.							7	7	7	7	7	7	7		9			11		9
Fredericton	J. H.	17	17	17			5	12	12	12	12	22	22	17		22	22	22	22		
	IX.	21	21		21		4	21	21	21	21	37	37	16	16	37	37	4	4		
	X.	1	10			11	5	21	21	21	21	36	36	11	11	36	16	16	16		
	S. P.	7	7			9	4	30	30	30	30	43	43			43	11	11	11		
Newcastle	J. H.	34	34				21	7	7	7	7	55	55	9	55	55	55	55	55	55	
	IX.	9	9	4	4		4	7	7	7	7	16	16	8		16	16				
	X.	8	8	8	8			7	7	7	7	15	15	8		15	8				
	S. P.	1	8	4	4	3	5	8	8	8	8	21	21	8	55	21	8				

J. H.—Junior High, Grade VIII.

S. P.—Class of Graduates of Academic High Schools.

TABLE VII
EVENING SCHOOL SUMMARY
1934-1935

Subject	Instructor	Enrol- ment	Average Atten- dance
EDMUNDSTON			
English	A. Blanchard	19	16.55
French	P. R. Powers	12	7.75
Pattern Drafting	Martin Therriault	24	12.6
Paper Mill Accounting	D. R. Seely	9	7.4
Practical Mill Mathematics	J. W. D. Hierlihy	8	5.3
Pulp Chemistry & Physics	Lewis G. Sears	13	8.
Shorthand & Typing	Greta Hayes	30	23.05
Steam	E. A. Wade	11	4.6
		126	
FREDERICTON			
Bookkeeping	H. W. McFee	32	23.85
Clothing	Mrs. Gladys Millar	20	13.8
Dressmaking	Mrs. Bessie Pugh	22	16.75
Drawing & Woodwork	F. H. Wetmore	16	9.5
Cookery	Mary McMullen	17	10.95
General Education	Anna C. Kelley	8	4.5
Handicraft	Dorothy E. Burpee	15	13.05
Motor Mechanics	John E. Baldwin	28	21.5
Lumber Scaling	J. Allan Horncastle	7	4.2
Shorthand	Louise A. Bailey	26	17.35
Typewriting	Marion L. Ryan	52	35.35
		243	
MONCTON			
Dressmaking	Mrs. Mary B. Graves	29	22.45
Dressmaking	Millie Cummings	36	28.9
Dressmaking	Mrs. Emma Fownes	32	29.65
Sewing	Marion Jonah	35	27.25
General Education	Margaret E. Ryan	10	6.7
General Education	Alice C. Dowd	15	10.5
French	J. F. Richard	14	11.16
Shorthand	A. A. Miller	23	10.5
Shorthand	Elvina K. Smith	13	10.
Typewriting	A. MacD. Cooke	57	30.65
		241	
SAINT JOHN			
Commercial Art	D. Edwin Campbell	19	13.5
Cooking	Vera M. Wilson	10	8.2
Advanced Dressmaking	Rheta M. Inch	21	17.5
Dressmaking	Helen M. Murphy	22	20.6
Dressmaking	Marietta Clark	10	9
Hairdressing	J. Audrey Wilson	43	34.
Bookkeeping	E. Aubrey Rideout	43	35.35
Typewriting	Katherine G. Kane	45	33.7
General Education	Stuart MacFarlane	46	31.5
High School Subjects	Donald A. MacRae	31	23.
French	James P. Murphy	26	22.45
German	Dr. F. R. Praissard	19	15.
Pharmacy	James F. Munro	25	21.8
Structural Steel Drafting	Andrew G. Watt	31	27.8
Electricity	G. H. Lordly	34	26.55
Motor Mechanics	W. B. Main	38	29.7
Welding	B. W. Kelly	12	10.1
Wireless Telegraphy	Arthur S. Ruthen	22	17.65

EXPENDITURES

Vocational Department 1935

ADMINISTRATION:

Salaries		\$3,800.00	
Travelling Expenses:			
W. K. Tibert	\$384.36		
Others	94.10	478.46	
Sundries		423.04	\$4,701.50

GRANTS TO LOCAL BOARDS:

Campbellton	\$4,983.94	
Carleton County	3,964.95	
Edmundston	3,193.88	
Fredericton	5,488.46	
Moncton	394.00	
McAdam	418.11	
Newcastle	2,406.41	
Saint John	23,469.47	
Tuition Rebates to School Boards	2,560.12	\$46,879.34

TOTAL PROVINCIAL EXPENDITURE	\$51,580.84
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Provincial Appropriation	\$49,780.00
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NON-CIRCULATING

CIRCULATING

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